DOCUMENT RESUME

ED 053 790 PS 004 685

AUTHOR	Camp, Janet; And Others
TITLE	Autumn. Unit 3 Curriculum Guide.
INSTITUTION	George Peabody Coll. for Teachers, Nashville, Tenn. Demonstration and Research Center for Early Education.
SPONS AGENCY	Office of Economic Opportunity, Washington, D.C.; Office of Education (DHEW), Washington, D.C.
PUB DATE	70
NOTE	113p.
AVAILABLE FROM	Information Office, DARCEE, Box 151, George Peabody College, Nashville, Tennessee 37203 ($1.50)
EDRS PRICE	EDRS Price MF-$0.65 HC-$6.58
DESCRIPTORS	*Concept Formation, *Curriculum Guides, Early Childhood Education, *Ecology, Environmental Education, Instructional Materials, Perception, *Science Units, *Skill Development

ABSTRACT

This curriculum guide presents a 3-week science unit focusing on changes which occur in living things as a result of weather changes. This unit, the third in a series, is intended to review and extend the understandings, concepts, and skills which a child has developed previously. The major content objectives are to develop the child's awareness and understanding of changes in his environment, to expand his concepts regarding people and clothing introduced in the unit "All About Me" and to develop understandings concerning plants introduced in the unit "Plants". Major skill objectives include the development and refinement of sensory, abstracting, association, and motor response skills as well as concept development. The unit content is designed to be altered to be appropriate for the area and the group of children involved. Provided is a listing and explanation of each of the skills to be developed and appropriate instructional activities. Instructional materials are listed with sources; and an appendix provides additional instructional aids. (Author/AJ)

ED053790

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AUTUMN

Unit 3

by

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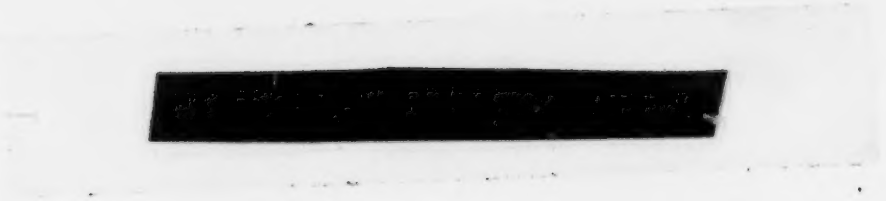

The Demonstration and Research Center
for Early Education
George Peabody College for Teachers
1970

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ACKNOWLEDGMENTS

A manual such as this requires the cooperation of many people. We are particularly grateful to the teachers with whom we worked, to the children and to their parents.

Special thanks are owed to Kathy Behm for art work, to Marilyn Elkins for editorial assistance and to Martha Lisle and Kaye Spradling for typing.

The work represented in this manual was funded by Office of Economic Opportunity Grant CG 9995 and Office of Education Contract No. NPECE-70-006. Contractors undertaking such projects under government sponsorship are encouraged to express freely their professional judgment of the conduct of the product. Points of view or opinions stated do not, therefore, represent the official policy of either office.

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I. Introduction

The third unit, Autumn, is primarily a science unit focusing on changes which occur in living things as a result of weather changes. This unit, as the first two units, is intended to review and extend the understandings, concepts, and skills which the child has developed previously. The major content objectives for the child are to develop his awareness and understanding of changes in his environment, to expand his concepts regarding people and clothing introduced in the unit All About Me, and to develop further his understandings concerning plants introduced in the unit Plants. The major skill objectives for the child are to further develop and refine his Sensory Skills, to encourage the development of Abstracting Skills, particularly in the areas of Concept Development and Association Skills, and to encourage the development of Verbal as well as Motor Response Skills.

This unit, as the preceding units, will need to be adapted to the particular group of children. Each geographical area will have unique seasonal characteristics determined by the climate, plants, people, and animals in the region. The content of the unit understandings should be altered so as to be appropriate for the area and the group of children.

It is suggested that three weeks be devoted to the unit Autumn--the first week, to weather and plant changes, the second week, to clothing and activity changes, the third week, to animal changes. The implementation of the unit should coincide with the time when autumn changes occur in your local environment. If the fall season begins before you have completed the unit Plants, it is suggested that you proceed with the unit Autumn and develop the understandings of the two units concurrently. The last two understandings of this unit, concerning Halloween and Thanksgiving, are intended to be introduced the week of each of these special days. If the unit Autumn is implemented in October, Understanding K regarding Thanksgiving would be developed sometime during the next unit, Home and Family.

II. Concepts and Understandings

A. Autumn, or fall, is the time of year after the hot summer, when the weather begins to get cool and people and animals get ready for cold winter.

B. In autumn, the weather gets cooler.

1. During the day, the air outside is warm.

2. During the night, the air outside is cool.

3. Often in the morning, there is fog outside.

4. When autumn mornings are very cool, there is frost on the ground.

C. In autumn, daytime gets shorter and nighttime gets longer.

1. It gets dark earlier in the evening.

2. It gets light later in the morning.

D. In autumn, we see many changes in plants.

1. The leaves on many trees turn different colors.

a. The color of the leaves on some trees turn from green to red, yellow, orange, and brown.

b. Leaves on these trees turn different colors: maple, oak, sycamore, elm, poplar, birch, sumac, and walnut.

2. Many plants develop seeds -- corn kernels, flower seeds, acorns, horse chestnuts, walnuts, hickory nuts, and pecans.

3. Some plants turn brown and die.

a. Many flowers and small plants turn brown and die.

b. Most plants which die in autumn produce seeds which fall on the ground and develop into new plants the next spring.

4. Some plants do not die, but they lose their leaves.

a. Many trees lose their leaves.

b. Grass turns brown and stops growing.

E. In autumn, parts of many plants ripen and are harvested.

1. Apples, pumpkins, nuts, corn and other grains are removed from their plants in the fields and orchards.

2. These crops are used by people and animals for food.

F. People eat many foods made from the crops harvested at this time of year.

1. Using apples, people make apple pie, apple juice, apple cider, applesauce, apple butter, and spiced apple rings.

2. People eat pumpkin pie made from pumpkins.

3. People eat popcorn, cornflakes, and corn bread made from corn.

4. People make many desserts and candies using walnuts, pecans, and hickory nuts.

G. People have special autumn activities.

1. People rake fallen leaves into piles.

2. Children jump in piles of leaves.

3. Many people put storm doors and windows on their houses to keep out cold winter air.

4. People begin to heat their homes using heaters, stoves, or furnaces.

5. Children return to school after summer vacation.

6. People go to football games.

7. Farmers harvest grains and store them in their barns to feed the farm animals during the winter.

8. Some people place a bird feeder in their yard where seeds are placed for birds to eat during the winter.

H. People wear special clothing in autumn.

1. People wear jackets, sweaters, long pants and long-sleeved dresses, shirts, and blouses.

2. People wear clothes made of thicker, heavier material because the air is cooler than in summer.

3. Clothing worn in autumn is often made of colors like the autumn leaves -- red, yellow, orange, brown.

I. In autumn, we see changes in animals because the weather has become cool.

1. Pets spend more time inside homes where it is warm.

2. Dogs and cats begin to grow thicker coats of hair and fur.

3. Farm animals spend more time inside the barn and eat food which the farmer has stored for winter.

4. Squirrels find a warm home in a tree and collect nuts and store them for winter.

5. Some birds fly away to a warm place for the winter.

J. In autumn, there is a special fun day called Halloween.

1. People carve jack-o-lanterns out of pumpkins.

2. Children put on dress-up clothes or costumes and go trick-or-treating.

3. People tell scary stories about witches, goblins, ghosts, cats, and haunted houses.

4. People make decorations for their homes using the Halloween colors -- orange and black.

K. In autumn, there is a special day called Thanksgiving.

1. This is a day when people are thankful for their home, family, and friends.

2. People prepare a large family dinner, often with a turkey.

3. Many people go to their churches to give thanks.

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SEQUENCED INSTRUCTIONAL GUIDE

III. Sequenced Instructional Guide

UNIT UNDERSTANDING: A. Autumn, or fall, is the time of year after the hot summer, when the weather begins to get cool and people and animals get ready for cold weather.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on tree, film, real materials, and pictures Detects the new leaves on the tree Discriminates likenesses and differences among the colors of the leaves Auditory Skills Listens to questions, discussion, and film Listens to the labels for the new colors and the season ABSTRACTING SKILLS Conceptual Skills Recognizes color concepts -- green, red, orange, yellow, brown Understands time concepts -- autumn, fall Association Skills Relates certain changes in plants with the season of the year Relates color concepts with their labels Relates season of the year with its labels RESPONSE SKILLS Verbal Skills Identifies color concepts Answers questions concerning changes in the tree Describes a characteristic of autumn	1. Basic Activity It is suggested that you begin the unit Autumn when the color of the foliage outdoors begins to change from green to the autumn colors. The wall display for the unit Plants, particularly the tree, can be adapted and used in this unit as well. On the day you intend to begin this unit, before the children arrive, place several yellow, orange, red, and brown leaves among the green leaves on the tree. Begin your activity by asking the children if anyone sees what is different about their tree. Hopefully they will notice the new leaves. Ask the children to identify all the leaf colors and then, the new leaf colors. If orange is a new color, you may need to supply the label. Ask the children questions about the change in the tree. Examples: Why did I put red, yellow, and orange leaves on the tree? What is happening to the leaves outside? Introduce the words "autumn" and "fall" which are the names for this time of year when the tree leaves turn many colors. Briefly describe what changes will occur in the weather during this season. Show the children a film which gives a good overview of the autumn season (Autumn Is an Adventure). Prepare the children for the film's contents by using real materials or pictures to illustrate what they will see in the film.

UNIT UNDERSTANDING: A. Autumn, or fall, is the time of year after the hot summer, when the weather begins to get cool and people and animals get ready for cold weather.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
	1. (cont.) Evaluation After showing the film, review what was seen and heard by asking the children questions. Encourage each child to verbalize a characteristic of autumn mentioned in the film.
a. Discriminates, recognizes, and identifies changes in model tree and in real trees Recognizes, and identifies position concepts -- top, bottom; over, under; on, off; beside, between Discriminates, recognizes, identifies, and reproduces sets one to five Pairs members of one set with members in another set Counts leaves one-by-one	Extension Activities a. The model tree can be the focus for a daily activity with the children throughout the unit. During activities in the first week, gradually replace all green leaves with red, yellow, orange, and brown leaves. During the second week, gradually remove all the leaves from the branches, and place some on the ground and some between the branches and the ground. At the end of the unit, the tree should be bare. Discuss changes in the trees outdoors as you work with the model tree. Involve the children in replacing the green leaves with the leaves of autumn colors. While changing the tree each day, use the leaves to play color, number, and position games.
b. Discriminates, recognizes, identifies, and reproduces set one to five	b. Make a set of leaves for each child to be used for number activities during the unit. (See unit Plants for leaf patterns.) c. If possible, show the film again at the end of the unit. Compare the children's responses at the time with these initial responses.

UNIT UNDERSTANDING: A. Autumn, or fall, is the time of year after the hot summer, when the weather begins to get cool, and people and animals get ready for cold winter.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on weather conditions, clothing, and flannelboard materials Isolates each flannelboard piece Detects missing pieces in game Auditory Skills Listens to discussion, questions, and game directions Listens to labels for weather conditions and articles of clothing Tactile-Kinesthetic Skills Discriminates temperature changes ABSTRACTING SKILLS Conceptual Skills Knows articles of clothing and weather symbols Recognizes color concepts -- green, red, orange, yellow, brown Recognizes weather conditions -- sunny, rainy; cloudy; windy Recognizes temperature concepts -- cold, hot; cool, warm Understands time concepts -- autumn, fall Association Skills Relates each weather condition with its label Relates each article of clothing with its label Relates weather condition with weather symbol Relates weather conditions with appropriate clothing Relates weather conditions with the season of the year	2. Basic Activity Make the additional felt clothing for Willie the Weatherboy (DARCEE) so you can introduce Willie as a symbol for daily and seasonal weather. Begin your activity with a discussion of the day's weather and the clothing the children wore to school. Introduce the appropriate weather words such as cloudy, sunny, rainy; warm, cool; windy. In your discussion, emphasize the relationship between the weather and the clothing people wear. Display the Willie flannelboard and ask the children to tell you how to dress Willie as if he were coming to school this morning. Introduce any of the new clothing (long-sleeved shirt, long pants, raincoat, umbrella, boots) and any of the new weather symbols (gray cloud, white cloud) which would be appropriate for different weather. Evaluation Ask individual children to describe different aspects of the Willie board: the tree, Willie's clothing, the weather, the colors used on the board. To close the activity, play a "What's missing?" game until all the pieces have been removed from the board.

UNIT UNDERSTANDING: A. Autumn, or fall, is the time of year after the hot summer, when the weather begins to get cool, and people and animals get ready for cold winter.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
RESPONSE SKILLS Verbal Skills Labels articles of clothing and weather symbols Identifies weather conditions Identifies appropriate clothing for Willie Describes an aspect of the Willie board Identifies the missing object	2. (cont.)
Discriminates, recognizes, and identifies color concepts -- blue, yellow, red, green, orange, brown Discriminates, recognizes, and identifies size concepts -- long, short Recognizes, and identifies position concepts -- on, off; above, below; over, under; beside, between; top, bottom Recognizes and identifies daily weather conditions Recalls previous day's weather conditions Recalls appearance of flannelboard on previous day Places flannelboard pieces on flannelboard according to teacher's directions	Extension Activities Throughout the unit, use Willie the Weatherboy for encouraging discussion of the daily and seasonal weather. The children should be given specific directions to place appropriate clothing, tree cover, and weather signs on the board. Involve the use of color, position, size, and clothing concepts in the directions and questions. Examples: Who can put blue pants on Willie? Can you put a long-sleeved, orange shirt on Willie? Who can put the umbrella over Willie's head? Can you name all the colors in Willie's clothing today? Ask the children to describe the weather of the day and to place appropriate weather signs on the board. Begin to develop an anticipation for tomorrow's weather.

UNIT UNDERSTANDING: A. Autumn, or fall, is the time of year after the hot summer, when the weather begins to get cool, and people and animals get ready for cold winter

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on visual aids and actions for song Auditory Skills Listens to song Discriminates words, melody, and rhythm of song ABSTRACTING SKILLS Conceptual Skills Knows words, melody, and rhythm of song Knows concepts included in song Understands time concepts -- autumn, fall Association Skills Relates words in song with visual aid or action Relates concepts in song with autumn RESPONSE SKILLS Verbal Skills Reproduces melody, rhythm, and words to song	3. Basic Activity Teach the children a song about autumn. Tell the children about the song and explain any words which may be new to them. Use visual aids and actions to illustrate the concepts included in the verse. Ask the children to listen quietly while you sing the song to them. Then sing one line at a time and ask the children to repeat each line after you. Have the children sing the complete verse with you. Introduce any additional verses only when the first verse has been learned. Evaluation After the children know the verse, ask different children to sing it alone or in pairs. Note how well the children know the words and how clearly they can articulate them.
Discriminates, recognizes, and reproduces variations in volume -- loud, soft Discriminates, recognizes, and reproduces variations in pitch -- high, low Discriminates and reproduces pattern of beats (rhythm) in song Counts the beats in the song	Extension Activity After the words and tune have been learned, the song can be varied by changing the volume (loud and soft) and the key (high and low). The children can also learn to clap or tap the rhythm while counting the beats. When clapping the rhythm, note how accurately the children can reproduce the pattern of beats. Provide many similar activities for those children who have difficulty.

UNIT UNDERSTANDING: A. Autumn, or fall, is the time of year after the hot summer, when the weather begins to get cool, and people and animals get ready for cold winter.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on pictures Isolates objects and actions in pictures Detects seasonal clues in pictures Auditory Skills Listens to discussion, questions, and directions Listens to labels for seasons ABSTRACTING SKILLS Conceptual Skills Knows activities of people and animals in pictures Knows articles of clothing worn by people in the pictures Recognizes weather conditions in pictures Recognizes changes in plants in pictures Understands time concepts -- summer, autumn, winter Association Skills Relates certain characteristics with each season of the year Relates season with its label RESPONSE SKILLS Verbal Skills Labels objects and actions in pictures Identifies the season illustrated in picture Identifies seasonal clues Motor Skills Selects a picture which illustrates the same season as the picture held by the teacher	4. Basic Activity Select pictures (Teaching Pictures) or flannel materials which illustrate the seasons of summer, autumn, and winter. Help the children to picture-read each study print by drawing attention to each aspect of the pictures. Encourage the children to label all objects and to describe them. Identify any actions in the pictures. Then focus attention on the aspects of the picture which are seasonal clues -- appearance of plant life, activities and clothing of the people, activities of any animals, etc. Identify each season and discuss all the characteristics of that season with the children. Discuss summer and the contrasting season of winter. Then focus on the pictures of autumn or fall and discuss the present season. Emphasize the two names for the season and encourage the children to explain why we sometimes call this season "fall." Evaluation Hold up one picture. Ask a child to find another picture which illustrates the same season. Encourage each child to identify the season. Continue until all children have participated.

UNIT UNDERSTANDING: A. Autumn, or fall, is the time of year after the hot summer, when the weather begins to get cool, and people and animals get ready for cold winter.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on picture in book Isolates objects and actions in pictures Detects seasonal clues in pictures Auditory Skills Listens to story, discussion, and questions ABSTRACTING SKILLS Conceptual Skills Understands time concepts -- autumn, fall Understands contents of book Association Skills Relates certain characteristics with autumn RESPONSE SKILLS Verbal Skills Describes pictures in book Answers questions concerning the characteristics of autumn Uses complete sentences	5. Basic Activity Read a simple book about autumn (Now It's Fall) to introduce the concept of autumn. As the pictures appear, discuss them with the children's help. Evaluation Ask the children questions about the contents of the book to evaluate their ability to listen and understand. Concentrate the questioning on the characteristics of autumn. If children have difficulty with the questions, picture-read the book with them in order to review the contents. Encourage the children to give their answers or their descriptions in complete sentences.
Discriminates, knows, and reproduces words and actions for verse Understands the order of the seasons summer, autumn, winter Knows seasonal characteristics	Extension Activity Teach the children the action verse "My Name Is Autumn" to develop the understanding that autumn is the season coming between summer and winter.

UNIT UNDERSTANDING: B. In autumn, the weather gets cooler.

1. During the day, the air outside is warm.
2. During the night, the air outside is cool.
3. Often in the morning, there is fog outside.
4. When autumn mornings are very cool, there is frost on the ground.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on pictures Isolates objects in the room Auditory Skills Listens to discussion and questions ABSTRACTING SKILLS Conceptual Skills Knows objects and their uses Recognizes temperature concepts -- hot, cold Association Skills Relates each object with its label Relates each object with its function Relates each object with its temperature when being used Classification Skills Comprehends classes of objects -- hot, cold RESPONSE SKILLS Verbal Skills Labels objects Identifies function and temperature of an object Identifies a pictured object as to the class in which it belongs -- hot, cold Suggests objects (not pictured) which could be classified as hot or cold	1. Basic Activity As a review of the concepts of "hot" and "cold," show the children pictures (PLDK Stimulus Cards) of common objects which we associate with hot or cold temperatures (stove, refrigerator, etc.). Ask individual children to label an object, describe its temperature when being used, and indicate the use of the objects. Evaluation When all the pictures have been discussed, have the children classify them into two groups -- those objects which are hot when being used, those objects which are cold when being used. After the pictured objects have been sorted, ask the children to name other objects which are usually hot or cold. Make sure that all appropriate objects in the classroom are included in the activity.

UNIT UNDERSTANDING: B. In autumn, the weather gets cooler.

1. During the day, the air outside is warm.

2. During the night, the air outside is cool.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on teacher and containers of water Auditory Skills Listens to discussion Listens to labels for temperature variations Tactile-Kinesthetic Skills Discriminates differences in temperature -- hot, cold; warm, cool ABSTRACTING SKILLS Conceptual Skills Recognizes temperature concepts -- hot, cold; warm, cool Association Skills Relates each temperature concept with its label RESPONSE SKILLS Verbal Skills Identifies temperature concepts Uses complete sentences Motor Skills Orders containers of water from coldest to hottest Selects appropriate container when teacher supplies the temperature label	2. Basic Activity To introduce the concepts of warm and cool, use four containers of water to illustrate hot, cold, warm, and cool. Ask each child to identify the hot and cold containers as you move around the group with the two containers on a tray. Then move around with the hot, cold, and warm containers. As each child identifies the hot and cold water, supply the label "warm" for the third container. Add the fourth container to the tray. As each child identifies the hot, cold, and warm water, supply the label "cool" for the fourth container of water. Rearrange the containers on the tray and ask individual children to order the containers from coldest to hottest. Evaluation To close the activity, ask each child to find the appropriate container as you give him one of the four temperature words. Encourage each child to identify the container using a complete sentence. For example, "This is warm water."

UNIT UNDERSTANDING: B. In autumn, the weather gets cooler.

1. During the day, the air outside is warm.

2. During the night, the air outside is cool.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on flannelboard material and thermometer Detects change in level of fluid in thermometer Auditory Skills Listens to discussion and questions ABSTRACTING SKILLS Conceptual Skills Recognizes temperature concepts -- hot, cold; warm, cool Understands time concepts -- day, night; morning, afternoon; autumn Knows thermometer and its use Association Skills Relates temperature variation with season of the year Relates temperature variation with time of the day Relates temperature variation with level of fluid in thermometer Relates temperature variation with appropriate clothing RESPONSE SKILLS Verbal Skills Identifies clothing which is appropriate to wear in warm weather Motor Skills Dress Willie in appropriate clothing for warm or cool weather	3. Basic Activity Using Willie the Weatherboy (DARCEE) as a demonstration material, discuss what happens to the temperature of the air outside of school between morning and afternoon in autumn. Point out the fact that at night and in the early morning, Willie usually has to wear a sweater or jacket because the air is cool. By noon or early afternoon, the sun has made the air warm and a sweater may not be necessary. If desired, use a large thermometer to illustrate how the outside temperature changes between morning and afternoon. Use some form of erasable mark to indicate the level of the fluid in the morning and the afternoon. Without discussing degrees, simply explain that the column of fluid goes up when the air warms and goes down when the air cools. Evaluation Ask the children what they should wear when the air outside is cool and when it is warm. If there are children who cannot respond verbally to your questions, ask them to dress Willie for cool or warm weather.

UNIT UNDERSTANDING: B. In autumn, the weather gets cooler.

3. Often in the morning, there is fog outside.

4. When autumn mornings are very cool, there is frost on the ground.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on fog or frost conditions Focuses attention on chalkboard or easel Discriminates likenesses and differences among shapes Auditory Skills Listens to discussion, poem, and questions ABSTRACTING SKILLS Conceptual Skills Knows weather conditions -- fog, frost Recognizes plane and linear shapes -- triangle, circle, square; straight line Recognizes number concepts -- three, four Understands contents of poem Association Skills Relates conditions of fog and frost with autumn RESPONSE SKILLS Verbal Skills Answers questions concerning poem	4. Basic Activity Whenever fog or frost occurs, take the children outside to observe and discuss these frequent autumn weather conditions. Read the poem "What Jack Frost Taught Me" to illustrate frost. Use chalkboard or easel to draw the mentioned figures as you read. Evaluation Ask the children questions about the contents of the poem.

UNIT UNDERSTANDING: B. In autumn, the weather gets cooler.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
Discriminates likenesses among sounds of words Understands concept of rhyming Recognizes and identifies rhyming words	4. (cont.) Extension Activity Later, use the poem for a rhyming activity. Select a pair of words from the poem which rhyme (night-sight). Say the words several times and identify them as rhyming words. Ask the children for other words which rhyme with the two words. Read several lines of the poem emphasizing the rhyming pairs. Give a child one word (see) and ask if he can recall a second word which rhymes (three).

UNIT UNDERSTANDING: C. In autumn, daytime gets shorter and nighttime gets longer.

1. It gets dark earlier in the evening.

2. It gets light later in the morning.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on pictures Isolates objects and actions in pictures Discriminates between light and dark Auditory Skills Listens to discussion and questions ABSTRACTING SKILLS Conceptual Skills Knows activities in pictures Recognizes concepts of light and dark Understands time concepts -- daytime, nighttime Association Skills Relates time of day with its label or labels Relates light with daytime and dark with nighttime Relates certain activities with time of day Classification Skills Understands classes of activities -- daytime, nighttime RESPONSE SKILLS Verbal Skills Labels activities in pictures Identifies time of day activity occurs Motor Skills Places picture with appropriate study print	1. Basic Activity Show the children two study prints -- one illustrating nighttime and the other, daytime. Discuss the fact that daytime is the time when there is sunlight outside. We say it is "light outside." Nighttime is the time when there is not sunlight outside. We say it is "dark outside." Select approximately a dozen pictures showing people engaged in common activities around the home. Ask the children to identify the activities and to tell whether they most often occur in the daytime or the nighttime in their homes. Evaluation Ask the children to identify the pictures according to whether the activity occurs when there is sunlight (daytime), when there is not sunlight (nighttime), or at both times. Have the children place each picture with the appropriate study print illustrating the time of day when the activity usually occurs.

UNIT UNDERSTANDING: C. In autumn, daytime gets shorter and nighttime gets longer.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
Identifies daytime and nighttime activities using no visual aids	1. (cont.) Extension Activity At some later time, review the activity using a verbal game. Name activities and ask individual children to identify them as daytime and/or nighttime activities. Examples: going to bed, eating breakfast, playing ball, eating dinner.

UNIT UNDERSTANDING: C. In autumn, daytime gets shorter and nighttime gets longer.

1. It gets dark earlier in the evening.

2. It gets light later in the morning.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on chart pictures Discriminates between light and dark windows Auditory Skills Listens to discussion and directions ABSTRACTING SKILLS Conceptual Skills Recognizes concepts of light and dark Understands time concepts -- day, night; long time, short time; early, late; breakfast time, dinner time; summer, autumn, winter Association Skills Relates breakfast or dinner time with certain picture clues Relates time of day with a light or dark window in picture Relates length of daylight with season of the year RESPONSE SKILLS Verbal Skills Identifies mealtime illustrated in each picture Identifies time of day and season of the year illustrated in picture Motor Skills Selects appropriate picture under teacher direction	2. Basic Activity Make the chart Seasonal Change in Length of Day to illustrate the amount of light outdoors at morning and evening mealtime during summer and during winter. Discuss the fact that in summer daytime is long. It is still light outside after the evening meal and children often play outdoors after dinner or supper. In autumn (now) daytime gets shorter. It gets dark sooner (earlier) in the evening. There is little outdoor playtime after the evening meal. In winter, daytime is very short. It gets dark outside before dinner and is still dark in the morning when the children awake. Evaluation Ask individual children to find a designated picture on the chart as you give directions. Examples: Find the picture of dinner (supper) time in winter. Find the picture of breakfast time in summer. Encourage each child to identify the picture when he makes the appropriate choice

UNIT UNDERSTANDING: D. In autumn, we see many changes in plants.

1. The leaves of many trees turn different colors.
2. Many plants develop seeds -- corn kernels, flower seeds, acorns, horse chestnuts, walnuts, hickory nuts, and pecans.
3. Some plants turn brown and die.
4. Some plants do not die, but they lose their leaves.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on all characteristics of plants which indicate the autumn season Discriminates likenesses and differences in the colors and shapes of leaves Focuses attention on chart story Scans chart left to right, top to bottom Auditory Skills Listens to environmental sounds on walk Listens to discussion and questions Tactile-Kinesthetic Skills Discriminates among textures of seeds, leaves, and bark Taste-Olfactory Skills Discriminates among odors of leaves and flowers ABSTRACTING SKILLS Conceptual Skills Knows parts of a plant Recognizes color concepts -- red, yellow, orange, green, brown Recognizes shape concepts -- pointed, rounded Recognizes texture concepts -- rough, smooth; tough; withered; dry, wet	1. Basic Activity Take the children for an observation walk in the area around the school or in a park to note plant changes in autumn. The following activities are suggested: a. Collect leaves of different shapes and colors. Discuss the names of the trees from which the leaves have fallen. b. Observe leaves as they fall from the trees. Note that many on the ground are brown, dry, and make a crunchy sound. c. Examine a tree trunk and discuss how the tree remains alive in cold weather. d. Examine the grass and small plants and note their brown, withered appearance. e. Collect seeds from trees, flowers, and other small plants. Discuss what is inside the seeds. The leaves and seeds collected can be the materials for later classroom activities.

UNIT UNDERSTANDING: D. In autumn, we see many changes in plants.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
Conceptual Skills (cont.) Understands affective concepts -- like, enjoy Understands sequence of events on walk Association Skills Relates each object and concept with its label Relates certain characteristics with autumn Relates printed word or picture with spoken word RESPONSE SKILLS Verbal Skills Describes events of walk Uses complete sentences Recalls events of walk in correct sequence Identifies what he liked or enjoyed during walk	1. (cont.) Assessment Activity After returning to the school, write an experience chart story with the children to review and evaluate what the children had observed. You will need large sheets of ruled paper, with about two-inch spaces between the lines, and a black crayon or magic marker. Secure the paper against a wall, chart stand, or portable board where the children will be able to watch you write. Introduce the activity by encouraging the children to remember all they can about their walk. Show them the paper and explain that you want to write down what each one remembers. Through a questioning technique, encourage the children to verbalize the order of events during the walk and observations they had made. Give special praise to the children who speak in complete sentences. Print each child's statement on the paper, moving from left to right and using capital letters and periods appropriately. Say each word as you print it. Be sure to space well between each word. You may wish to draw pictures, rather than print the words, for the objects they recall having seen. As you finish printing each statement, read it back to the children. Hopefully, the children will help you "read" each statement from memory. When the story is complete, read it with the help of the children. Ask each child what he liked or enjoyed most during the walk.

UNIT UNDERSTANDING: D. In autumn, we see many changes in plants.

1. The leaves of many trees turn different colors.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on Leaf Kangaroo Cards Discriminates likenesses and differences among colors of leaves Discriminates likenesses and differences among shapes of leaves Auditory Skills Listens to discussion and directions ABSTRACTING SKILLS Conceptual Skills Recognizes color concepts -- red, yellow, orange, brown Recognizes shape concepts -- pointed, rounded Recognizes size concepts -- long, short; narrow, wide Recognizes number concepts -- one to five RESPONSE SKILLS Verbal Skills Identifies color concepts Identifies shape concepts Identifies size concepts Identifies number concepts Counts points on leaves Uses complete sentences Motor Skills Places card in appropriate pocket by matching color or shape of leaves	2. Basic Activity Make the Leaf Kangaroo Cards (DARCEE) for color and shape games. Put the sixteen insert cards in a bag. Display the four pockets where all the children can see them. With the children's help, describe each leaf in terms of the color and distinctive features of the shape. Then play a color game. The children take turns drawing a leaf from the bag and placing it in the pocket for that color. Encourage each child to identify the color. When all the leaves have been sorted in the paper pockets, place the insert cards back in the bag. Then sort the leaves by shape, following the same procedure as for color. Evaluation Ask individual children to draw a certain color leaf from the pockets until all sixteen are drawn. Collect the insert cards as you ask each child to identify the color of his leaf using a complete sentence.

UNIT UNDERSTANDING: D. In autumn, we see many changes in plants.

1. The leaves of many trees turn different colors.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on collage materials Discriminates likenesses and differences among colors Auditory Skills Listens to directions and discussion ABSTRACTING SKILLS Conceptual Skills Recognizes color concepts -- red, yellow, orange, brown Recognizes position concepts -- on, under Understands time concepts -- autumn Association Skills Relates each color with its label Relates red, yellow, orange, and brown leaves with autumn RESPONSE SKILLS Verbal Skills Identifies color concepts Identifies season which collage represents Uses complete sentences Motor Skills Manipulates paste and paper appropriately Selects piece of paper which matches color of teacher's paper	3. Basic Activity Make colláges of an autumn tree using the autumn colors. Give each child a 12" x 18" piece of construction paper on which you have colored or pasted the trunk and branches of a tree. Cut small pieces or red, yellow, orange, and brown construction paper and place them in a box. Give the children directions to select a piece of paper of a certain color and to paste it on the branches of the tree or on the ground underneath. If the children cannot recognize the correct color, show them a piece of paper of the named color and have them color match another piece of paper with the piece in your hand. Continue this procedure until the children have completed their collage. Evaluation Display colláges on classroom wall. As each child places his collage on the wall, ask him to identify the four colors of leaves and the season which the tree represents. Encourage the use of complete sentences.

UNIT UNDERSTANDING: D. In autumn, we see many changes in plants.

2. Many plants develop seeds -- corn kernels, flower seeds, acorns, horse chestnuts, walnuts, hickory nuts, and pecans.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on seeds and pictures Discriminates likenesses and differences in color, shape, and size among the seeds Distinguishes parts of seed Auditory Skills Listens to discussion and directions Tactile-Kinesthetic Skills Discriminates likenesses and differences in textures among the seeds ABSTRACTING SKILLS Conceptual Skills Knows parts of seed and their functions Recognizes color concepts Recognizes shape concepts -- pointed, rounded Recognizes size concepts -- large, small; larger, smaller; largest, smallest Recognizes position concepts -- inside, outside Recognizes texture concepts -- rough, smooth; prickly; sticky; hard, soft Understands how a seed develops into a plant Appreciates the complexity of a seed Association Skills Relates seed with parent plant	4. Basic Activity Place a collection of seeds in a box and have the children sort them into containers according to type. Identify each type by the plant from which it came. If possible, show pictures of the parent plants from which the seeds have come. Discuss the color, shape, and texture of each different seed. Compare the sizes of different seeds. Open one of each kind and examine each through a magnifying glass. Locate the tiny plant inside. Discuss: a. the "food" for the tiny plant which is inside the protective covering. b. why nuts and other seeds have such hard shells. c. what happens inside the seed during cold winter. d. which seeds come from plants which die in winter. Emphasize how important the seed is for plant survival. Evaluation Play a blindfold game for tactile discrimination. Place one of each type of seed in a box lid and several of each type in a bag. Blindfold one child at a time. Have him select a seed from the bag and find a matching seed in the box lid. Encourage him to describe how the seed feels.

UNIT UNDERSTANDING: D. In autumn, we see many changes in plants.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
RESPONSE SKILLS Verbal Skills Describes physical characteristics of a seed including size, shape, and texture Motor Skills Sorts seeds by type Matches two seeds according to size, shape, and texture by touch only	

UNIT UNDERSTANDING: D. In autumn, we see many changes in plants.

2. Many plants develop seeds -- corn kernels, flower seeds, acorns, horse chestnuts, walnuts, hickory nuts, and pecans.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on book or chart and demonstration Auditory Skills Listens to discussion ABSTRACTING SKILLS Conceptual Skills Knows seed and seed parts Knows ways seeds are scattered Recognizes motion concepts -- blow, float, fall, drop, carry, swim, pop Association Skills Relates picture in book with event described RESPONSE SKILLS Verbal Skills Identifies motion concepts Interprets pictures in book Uses complete sentences	5. Basic Activity Use a book about seeds (Seeds by Wind and Water) or a chart (Primary Science Concept Charts) to illustrate the many ways seeds are scattered in the autumn. Demonstrate the different ways using motions and real seeds. Evaluation Ask children to picture-read the book to review the ways seeds are scattered. Encourage the use of complete sentences.

UNIT UNDERSTANDING: D. In autumn, we see many changes in plants.

4. Some plants do not die, but they lose their leaves.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on teacher's motions and colored leaves Auditory Skills Listens to words of fingerplay Discriminates among variations in volume of fingerplay ABSTRACTING SKILLS Conceptual Skills Knows words and motions of fingerplay Recognizes color concepts -- red, yellow, orange, brown Recognizes motion concepts -- fall, whirl Recognizes position concepts -- up, down; around Recognizes volume concepts -- quiet, soft, loud Understands sequence of words and motions of fingerplay Association Skills Relates motion with appropriate words of fingerplay Relates volume variations with appropriate words of fingerplay RESPONSE SKILLS Verbal Skills Identifies color concepts Recites the words of the fingerplay Uses loud and soft voice intonations Articulates words of fingerplay Motor Skills Reproduces motions of fingerplay	6. Basic Activity Teach the children the fingerplay "Little Leaves." Use construction paper leaves to review the autumn colors. After the words and motions are learned, vary the volume. Begin the poem using a normal tone of voice. On the last verse, gradually decrease the voice volume to a whisper as the children sink to the floor. Encourage the children to use very clear articulation when reciting the words, particularly on the last verse when the voice tone is soft. Evaluation When the children have learned the words and motions, ask individual children to play the role of the teacher and to direct the fingerplay for the group.

UNIT UNDERSTANDING: D. In autumn, we see many changes in plants.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
Counts leaves one-by-one Pairs members of one set with members of another set (one-to-one correspondence) Recognizes, identifies, and reproduces sets one to five	6. (cont.) Extension Activities The paper leaves can be used for one-by-one counting, one-to-one correspondence, and number set activities. Each child could be given his own set for a small group activity.

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UNIT UNDERSTANDING: D. In autumn, we see many changes in plants.

4. Some plants do not die, but they lose their leaves.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on book pictures and tree pictures Scans pictures from left to right Discriminates differences in color and position among leaves in pictures Auditory Skills Listens to contents of book, questions, and discussion ABSTRACTING SKILLS Conceptual Skills Knows leaf and its function Recognizes color concepts -- green, red, yellow, orange, brown Recognizes position concepts -- top, bottom; over, under; on, off; beside, between Recognizes motion concepts -- fall, falling Understands contents of book Understands sequence of changes which take place in leaves RESPONSE SKILLS Verbal Skills Answers questions concerning book Describes pictures using labels for color, position and motion concepts Describes sequence of changes in leaves Motor Skills Orders pictures in correct sequence, from left to right	7. Basic Activity Read the book Down Come the Leaves to the children. Discuss what happens to fallen leaves and how they make the ground rich for new plants next spring. Evaluation Ask the children questions about the contents of the book. Review the sequence of changes which take place in leaves from the time they are green until they decompose on the ground. Find four pictures which illustrate the following: (1) green leaves on a tree; (2) colored leaves on a tree; (3) colored leaves falling from a tree; (4) a bare tree surrounded by leaf-covered ground. Ask individual children to describe each picture. As a group, order the pictures according to the sequence in which the four events occur. Display the sequence of pictures in a left-to-right order. Shuffle the pictures and ask individual children to reconstruct the order and to describe the sequence of changes.

UNIT UNDERSTANDING: D. In autumn, we see many changes in plants.

1. The leaves of many trees turn different colors.
2. Many plants develop seeds -- corn kernels, flower seeds, acorns, horse chestnuts, walnuts, hickory nuts, and pecans.
3. Some plants turn brown and die.
4. Some plants do not die, but they lose their leaves.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on seasonal trees and study prints Detects seasonal characteristics in the study prints Isolates pictures which illustrate autumn Auditory Skills Listens to discussion and directions ABSTRACTING SKILLS Conceptual Skills Knows objects and activities in study prints Recognizes changes in seasonal trees Understands time concepts -- summer, autumn, winter, spring Association Skills Relates certain characteristics of plants with season of the year RESPONSE SKILLS Verbal Skills Identifies season of the year illustrated in study print Describes characteristics of autumn illustrated in study print	8. Basic Activity Draw four trees, one for each season, or use seasonal trees from flannel board or magnetic board sets (Instructo). Beginning with summer, discuss the characteristics of trees and other plant life in each season. Evaluation Show the children six to eight study prints (Teaching Pictures -- Seasons) which show characteristics of plants in the four seasons. Ask the children to identify the pictures depicting autumn and to give reasons for their choices. Encourage the children to identify the season illustrated in the remaining pictures.

UNIT UNDERSTANDING: D. In autumn, we see many changes in plants.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
Identifies color concepts -- red, yellow, brown, orange Manipulates brush and paint appropriately Paints a recognizable representation of an autumn tree Combines red and yellow paint to produce the color orange	8. (cont.) Extension Activity Plan a time when each child will have an opportunity to paint an autumn tree. Give each child a brush and three small containers of paint -- red, yellow, and brown. Note (1) how well each child can reproduce a tree, (2) which colors the children use for the trunk and leaves of their trees, and (3) how many children "discover" what happens to red and yellow paint when they are mixed.

UNIT UNDERSTANDING: E. In autumn, parts of many plants ripen and are harvested.

1. Apples, pumpkins, nuts, corn and other grains are removed from their plants in the fields and orchards.

2. These crops are used by people and animals for food.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on wall mural and pictures Isolates objects in mural and pictures Discriminates among colors in the mural Auditory Skills Listens to discussion and directions Listens to new labels concerning autumn harvesting ABSTRACTING SKILLS Conceptual Skills Knows objects in mural and pictures Recognizes color concepts -- red, yellow, orange, brown, blue, black Knows types and parts of plants Understands time concepts -- autumn Association Skills Relates new objects in mural with their labels Relates harvesting of some crops with autumn Relates plant crop with specific food RESPONSE SKILLS Verbal Skills Labels objects illustrated in mural and pictures Identifies concepts illustrated in mural and pictures	1. Basic Activity Make a wall display of an autumn farm scene to place on the classroom wall. It is suggested that you plan to include (1) a fenced-in field of corn shocks and piles of pumpkins and (2) an apple tree or orchard showing a farmer harvesting the apples. Introduce the farm scene showing only a bare field and a bare tree or orchard. Have prepared the farmer, and a few apples, pumpkins, and corn shocks which you can add to the scene during the activity. Collect colored pictures of a field, orchard, pumpkins, apples, and corn which you can show the children. Using the pictures and the mural, introduce the following concepts: farm, farmer; field, orchard; ripen, harvest; pumpkin, apple, corn. Review types of plants as you discuss the pumpkin (vine), apple (tree), and corn (stalk). Emphasize the fact that autumn is the time when the farmer harvests some crops which we use for food. Involve the children in pasting the farmer, apples, corn shocks, and pumpkins on the mural. Evaluation Play a color recognition game to review the concepts introduced in the mural. Give each child directions (1) to find something in the mural which is a certain color and (2) to identify the object. Example: John, can you find something red in the farm scene? What is that red object?

UNIT UNDERSTANDING: E. In autumn, parts of many plants ripen and are harvested.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
Motor Skills Locates object of a certain color in mural when given a color word by the teacher Pastes objects on mural	1. (cont.)
	Extension Activities Throughout the unit, the mural can be used to develop many basic concepts:
a. Counts objects one-by-one Pairs members of one set with members of another set Discriminates, recognizes, and reproduces equivalent and non-equivalent sets Recognizes, identifies, and reproduces sets one to five Recognizes, identifies, and reproduces a set which has "more" or "fewer" members than a given set	a. Number Concepts For a small group activity, cut small apples and pumpkins from red and orange construction paper. Give each child a set of apples and a set of pumpkins. Use these sets for playing number games: one-by-one counting, making equivalent and non-equivalent sets, making sets of a given size as directed by the teacher, developing the concepts of "more than" and "fewer than." At the conclusion of the number activity, or series of activities, the children could paste some of their apples and pumpkins in the orchard and field of the mural.
b. Discriminates, recognizes, and identifies size concepts -- large, small; largest, smallest; larger than, smaller than	b. Size Concepts Construction paper or felt apples and pumpkins can be used to develop concepts of large-small, largest-smallest, larger than-smaller than.
c. Recognizes position concepts -- inside, outside; on, off; under; beside; around; in the corner; up, down Describes the location of an object using labels for position concepts	c. Position Concepts Ask the children questions about the mural to develop understanding of position concepts. Examples: What is inside the fence? What is outside the fence? What is on the tree? When children can recognize the position concepts, ask them to verbalize the location of different objects in the scene.

UNIT UNDERSTANDING: E. In autumn, parts of many plants ripen and are harvested.

1. Apples, pumpkins, nuts, corn and other grains are removed from their plants in the fields and orchards.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on pictures and demonstrations of harvest motions Isolates objects and actions in pictures Discriminates among motion concepts modeled by teacher Auditory Skills Listens to discussion Listens to labels for objects and harvest motions Discriminates melody, rhythm, and words of song Tactile-Kinesthetic Skills Discriminates among motion concepts ABSTRACTING SKILLS Conceptual Skills Knows objects and actions in pictures Knows words, melody, and rhythm of song Recognizes concepts of color, shape, number, size, and position illustrated in pictures Recognizes motion concepts -- pick, cut, chop, gather, pull Association Skills Relates each object and harvesting motion with its label Relates harvesting motion with specific crop	2. Basic Activity Collect study prints or magazine pictures to illustrate the harvest of apples, pumpkins, corn, and other grains. Encourage the children to picture-read the study prints with you, naming objects and describing them in terms of their color, shape, number, size, position. Introduce the different action words for harvesting -- picking, cutting, chopping, pulling. Demonstrate the harvesting of the different autumn crops by making appropriate motions. Involve the children in dramatizing autumn harvest. Make the motions as you sing the tune to "The Mulberry Bush," using verses about harvest. Example: This is the way we pick the apples . . . this chilly autumn morning." Evaluation Whisper harvest action words (picking apples) to an individual child. Ask him to demonstrate the action as the other children attempt to identify the action. If possible, give each child an opportunity to demonstrate an action.

UNIT UNDERSTANDING: E. In autumn, parts of many plants ripen and are harvested.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
RESPONSE SKILLS Verbal Skills Describes picture using labels for color, shape, size, number, and position concepts Reproduces melody, rhythm, and words of song Identifies harvesting motion demonstrated by another child Motor Skills Reproduces harvest motion when directed by teacher	

UNIT UNDERSTANDING: E. In autumn, parts of many plants ripen and are harvested.

2. These crops are used by people and animals for food.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Detects signs of autumn in environment Focuses attention on crops at market Isolates specific fruits and vegetables at market Focuses attention on picture symbols during game Auditory Skills Listens to discussion and questions Listens to responses of other children in sequence game ABSTRACTING SKILLS Conceptual Skills Knows fruits and vegetables at market Recognizes color, shape, size, number, position, and texture concepts Understands sequence of events on trip Understands directions for game Association Skills Relates certain characteristics with autumn Relates fruits and vegetables at market with their labels Relates picture symbol with event on trip Classification Skills Comprehends class of autumn crops	3. Basic Activity Visit an outdoor market, or a store, to see local harvest crops. Look for signs of autumn on the way to and from the market. At the market, identify each fruit and vegetable seen, giving special attention to those crops harvested primarily in autumn. Ask the children questions to direct their attention to the different characteristics of the foods. Examples: What color are the pumpkins? Which is larger, a pumpkin or an apple? If possible, buy some of the harvest crops for classroom activities. Dried corn, apples, pumpkins, gourds, nuts could be used for a harvest display in the room; apples could be used for later cooking activities; pumpkins could be used to make jack-o-lanterns. Assessment Activity Return to school and review the trip. Through questioning, ask the children to recall the order of events in the trip -- what was seen on the way to the market, what was seen at the market, what was seen on the way back to school. Play the sequence game "At the market, I saw _____." Each successive child repeats what has been said before and adds something new. To help the children remember, you might use a chalk board or a large sheet of paper to draw a symbol of the various events which the children remember. As each child takes his turn, point to the symbols of the events which have been mentioned already.

UNIT UNDERSTANDING: E. In autumn, parts of many plants ripen and are harvested.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
RESPONSE SKILLS Verbal Skills Labels crops at market Answers questions concerning crops at market Recalls sequence of events on trip Repeats previously mentioned events in correct order during sequence game Adds new event to cumulative sequence	

UNIT UNDERSTANDING: E. In autumn, parts of many plants ripen and are harvested.

1. Apples, pumpkins, nuts, corn and other grains are removed from their plants in the fields and orchards.

2. These crops are used by people and animals for food.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on pictures in book Auditory Skills Listens to contents of book and discussion of each picture ABSTRACTING SKILLS Conceptual Skills Knows objects and actions in pictures Understands the sequence of basic steps involved in growing a crop, harvesting it, and taking the produce to the markets and stores to be sold Association Skills Relates picture with specific step in sequence RESPONSE SKILLS Verbal Skills Describes selected pictures Recalls sequence of steps illustrated in pictures	4. Basic Activity Use the book About Apples from Orchard to Market to illustrate the long growth sequence of a crop, what is involved in harvesting, and how the crop gets to the markets and stores for people to buy. If the text is too complicated for the children, picture-read the book to develop the sequence involved. Evaluation Select pictures in the book which illustrate the most basic steps in the sequence (not more than six). Ask the children to picture read the selected pictures in order to review the sequence.
Recalls sequence of steps described in book without visual aids	Extension Activity At some later time, encourage the children to verbalize the sequence without the aid of pictures.

UNIT UNDERSTANDING: F. People eat many foods made from the crops harvested at this time of year.

1. Using apples, people make apple pie, apple juice, apple cider, applesauce, apple butter, and spiced apple rings.

2. People eat pumpkin pie made from pumpkins.

3. People eat popcorn, cornflakes, and corn bread made from corn.

4. People make many desserts and candies using walnuts, pecans, and hickory nuts.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on the foods Auditory Skills Listens to discussion and questions Listens to labels for foods Listens to riddles ABSTRACTING SKILLS Conceptual Skills Knows foods Association Skills Relates each food with its label Relates food with its origin and certain characteristics Relates the four food crops with autumn Relates clues in riddle in order to identify the food described Classification Skills Comprehends classes of foods -- those made from corn, pumpkins, apples, nuts	1. Basic Activity Buy a pumpkin, ear of corn, apple, and several kinds of nuts. Collect real foods, food containers, and pictures of foods which are made from each of these four autumn crops. Organize the materials in four boxes, one for each crop. Example: For corn: ear of corn, bag of popcorn, box of corn flakes, picture of corn bread, bag of corn chips, label from box of frozen corn, container of canned corn. Begin your activity by showing the children your ear of corn, apple, pumpkin, and nuts. Ask them to label each crop. Then take one crop, such as the ear of corn, and ask the children to think of foods they eat which are made from corn. When you have exhausted all their ideas, show them each object and picture in your "corn box." Label and discuss each different food. Continue with the apple, pumpkin, and nuts using a similar procedure. Assessment Activity Plan one or several short activities with food riddles. Make riddles about one of the foods discussed in the above activity, and encourage the children to identify the food.

UNIT UNDERSTANDING: F. People eat many foods made from crops harvested at this time of year.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
RESPONSE SKILLS Verbal Skills Labels foods Suggests various foods having the same origin Answers food riddles correctly Describes an object, without identifying it, in order to make a riddle	1. (cont.) If the children have no difficulty solving the riddles, try having them make riddles for each other. Place one of the items from your food boxes in a paper bag. Ask a child to look in the bag and tell the children two or three clues about the item without giving its name. Change the item in the bag as each child takes a turn making a riddle. Give the most difficult items to describe to the more advanced children.
Labels foods Discriminates, recognizes, and identifies concepts of color, shape, texture, temperature, and flavor which are characteristic of the foods Relates food with its origin Understands how a specific food is prepared	Extension Activities Plan snacks, lunches, and tasting parties to include many foods made from apples, corn, pumpkins, and nuts. As each food is served and eaten, point out and discuss the following characteristics: a) its name; b) its color and shape, texture, temperature, flavor; c) its origin; d) how it was prepared. If possible, serve some of the foods again. Question the children about the foods to see how much information they can recall and how many concepts of color, shape, texture, temperature, and flavor they can identify.

UNIT UNDERSTANDING: F. People eat many foods made from the crops harvested at this time of year.

1. Using apples, people make apple pie, apple juice, apple cider, applesauce, apple butter, and spiced apple rings.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on apples and cooking process Isolates each apple and seed when counting Distinguishes apple parts Discriminates among the colors, shapes, and sizes of apple parts Discriminates among the motions used in preparation Discriminates wholes and fractions -- halves, quarters Auditory Skills Listens to discussion Tactile-Kinesthetic Skills Discriminates among textures of apple parts Discriminates among temperature of apples at different stages in the preparation Taste-Olfactory Skills Discriminates among tastes of ingredients ABSTRACTING SKILLS Conceptual Skills Knows apple parts Knows ingredients and cooking utensils Recognizes color concepts -- red, white, brown Recognizes shape concepts -- round, star Recognizes size concepts -- large, small; larger, smaller; largest, smallest	2. Basic Activity Make applesauce in the classroom in an electric cooker. The following procedure is suggested: a. Count the apples. Make size comparisons. b. Discuss the whole apple -- color, shape, texture, and parts (stem, skin). c. Cut the apples in halves. Discuss the seeds and count them. Cut one apple horizontally to find the star design of the seeds. d. Cut the apples in quarters. Discuss the core. e. Peel the apple quarters. f. Discuss the empty cooker. Fill it with apple quarters, water, and sugar. Discuss sweet and sour and the purpose of the sugar. g. Turn on electricity and discuss hot and cold until water begins to boil. Observe the steam. h. Check the apples periodically as they cook. Discuss the changing texture. i. When the applesauce is fully cooked, place it in a bowl to cool. Again discuss hot and cold, warm and cool.

UNIT UNDERSTANDING: F. People eat many foods made from the crops harvested at this time of year.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
Conceptual Skills (cont.) Recognizes wholes, halves, quarters Recognizes position concepts -- inside, outside; around; first, next, before, after, last Recognizes volume concepts -- empty, full Recognizes texture concepts -- hard, soft; solid, liquid Recognizes temperature concepts -- cold, hot; cool, warm Recognizes taste concepts -- sour, sweet, spicy Recognizes action concepts -- cut, peel (pare), cook, boil Understands sequence of steps in preparation of applesauce Association Skills Relates applesauce with apples and other ingredients RESPONSE SKILLS Verbal Skills Counts apples and seeds one-by-one Identifies concepts of color, shape, size, fractional parts, position, texture, temperature, taste, action Recalls sequence of steps in preparation of applesauce	2. (cont.) j. Serve applesauce later with cinnamon. Discuss spicy. Evaluation After the applesauce is made and again when it is served, review the procedure used to prepare it. While encouraging the children to verbalize the order of events, emphasize the sequence and position words such as first, next, before, after, last.

UNIT UNDERSTANDING: F. People eat many foods made from the crops harvested at this time of year.

1. Using apples, people make apple pie, apple juice, apple cider, applesauce, apple butter, and spiced apple rings.

2. People eat pumpkin pie made from pumpkins.

3. People eat popcorn, cornflakes, and corn bread made from corn.

4. People make many desserts and candies using walnuts, pecans, and hickory nuts.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on real foods, pictures of foods, and chart Isolates pictures of foods in magazines Auditory Skills Listens to directions ABSTRACTING SKILLS Conceptual Skills Knows foods Association Skills Relates food with its origin Classification Skills Comprehends classes of foods -- those made from apples, corn, pumpkins, nuts RESPONSE SKILLS Verbal Skills Labels foods Identifies source of food Motor Skills Places picture of food with food from which it was made Locates pictures of foods in magazine Manipulates scissors and paste appropriately	3. Basic Activity Place pictures or models of foods made from apples, corn, pumpkins, nuts in a bag or box. Put a pumpkin, an apple, an ear of corn, and a nut on a table (or paste a picture of each on a bag). Ask the children to pick a picture, identify it by name, and place the picture with the food from which it is made. Assessment Activity In a later activity, have an "Autumn Food Hunt." Make a large chart from 24" x 36" tagboard. Divide the chart into quarters. In the upper, left-hand corner of each quarter, draw a picture of one of the following: apple, pumpkin, ear of corn, group of nuts. Using autumn issues of household magazines, ask the children to "hunt" for pictures of food made from these four crops, cut them out, identify each food and its source, and paste each picture on the chart in the appropriate quarter.

UNIT UNDERSTANDING: G. People have special autumn activities.

1. People rake fallen leaves into piles.
2. Children jump in piles of leaves.
3. Many people put storm doors and windows on their houses to keep out cold winter air.
4. People begin to heat their homes using heaters, stoves, or furnaces.
5. Children return to school after summer vacation.
6. People go to football games.
7. Farmers harvest grains and store them in their barns to feed the farm animals during the winter.
8. Some people place a bird feeder in their yard where seeds are placed for birds to eat during the winter.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on book Isolates autumn activities illustrated in book Auditory Skills Listens to contents of book, discussion, and questions ABSTRACTING SKILLS Conceptual Skills Knows activities illustrated in book Association Skills Relates each activity with its label(s) Relates certain activities with autumn RESPONSE SKILLS Verbal Skills Identifies autumn activities of children or adults	1. Basic Activity Read a book which includes a presentation of activities of people in autumn (The True Book of Seasons or About Four Seasons and Five Senses). Evaluation After reading the book, ask individual children to name one activity of children or adults during the autumn season. If any activities are not recalled, review them with the children using any appropriate pictures in the book. Review those activities seen in the film about autum.

UNIT UNDERSTANDING: G. People have special autumn activities.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
Isolates, knows, and labels autumn activities of people	1. (cont.) Extension Activity The next time the children go outside, look for people engaged in autumn activities.

UNIT UNDERSTANDING: G. People have special autumn activities.

1. People rake fallen leaves into piles.

2. Children jump in piles of leaves.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on leaves Auditory Skills Listens to discussion and questions Listens to sound made by dry leaves Tactile-Kinesthetic Skills Notices texture of dry leaves Taste-Olfactory Skills Detects smell of burning leaves ABSTRACTING SKILLS Conceptual Skills Recognizes texture concepts -- dry, brittle Recognizes sound made by dry leaves -- crunchy Recognizes motion concepts -- rake, jump Understands changes which take place in leaves Understands that burning leaves is hazardous to one's health Association Skills Relates raking dry leaves and jumping in piles of leaves with autumn Relates playing in leaves with having fun RESPONSE SKILLS Verbal Skills Expresses what he liked most about raking leaves and playing in the leaves	2. Basic Activity During an outdoor activity period, rake leaves into piles for jumping. While the children are raking and playing, talk about the dry leaves and the crunchy sound they make. If any leaves are burning near the school, direct the children's attention to the smell of the smoke. Assessment Activity After the outdoor activity, ask the children what each one liked most about raking leaves and jumping in them. Discuss with the children why some people burn the leaves in their yards and why some spread them over their gardens and lawns. Stress better ways to dispose of leaves than by burning them. Discuss the health hazards produced by burning leaves and old trees.

UNIT UNDERSTANDING: G. People have special activities.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
Manipulates paste and colláge materials appropriately	2. (cont.) Extension Activity Perhaps the children would enjoy making colláges using crushed leaves and seeds collected outdoors.

UNIT UNDERSTANDING: G. People have special autumn activities.

3. Many people put storm doors and windows on their houses to keep out cold winter air.

4. People begin to heat their homes using heaters, stoves, or furnaces.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on pictures and fuel materials Discriminates one picture or object among several Auditory Skills Listens to discussion, questions, and directions ABSTRACTING SKILLS Conceptual Skills Knows real objects and pictured objects Recognizes temperature concepts -- hot, cold; warm, cool Understands need for finding ways to keep warm during cold weather Association Skills Relates each object and picture with its label Relates pictured object with the type of fuel it uses Relates need for heating system with cold weather Classification Skills Comprehends a class of objects which produce heat RESPONSE SKILLS Verbal Skills Labels real and pictured objects Motor Skills Selects real or pictured object when directed by teacher	3. Basic Activity Ask the children to suggest what people do to keep warm during cold weather. Direct the discussion so as to include the following: heating our homes, eating hot foods, placing storm doors and windows on houses. Ask the children what they have seen their parents doing to prepare for cold weather. Show the children pictures of heaters, stoves, and furnaces. Discuss their purpose and the type of fuel or source of heat for each object. If possible, have some wood, coal, briquettes, and oil to show the children. Discuss the heating system and fuel for your own school and locate the source of the heat. Evaluation Close the activity with a "Find It" game. Display all the pictures and objects used in the discussion on ways of heating homes. Name one of the objects or pictures and ask a certain child to remove that object or picture. Encourage the child to name what he is removing.

UNIT UNDERSTANDING: G. People have special autumn activities.

8. Some people place a bird feeder in their yard where seeds are placed for birds to eat during the winter.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on bird feeder and pictures Auditory Skills Listens to discussion and questions Listens to song (or fingerplay) Discriminates words, melody, and rhythm of song Discriminates likenesses among sounds of words of song (or fingerplay) ABSTRACTING SKILLS Conceptual Skills Knows bird feeder Knows words of song (or fingerplay) Knows melody and rhythm of song Understands why birds can find little food in cold weather Understands concept of rhyming Recognizes rhyming words Understands importance of bird feeder in cold weather Association Skills Relates bird feeder and each bird with its label Relates need for bird feeder with cold weather RESPONSE SKILLS Verbal Skills Answers questions concerning birds and bird feeder (Reproduces words of fingerplay)	4. Basic Activity Find a real bird feeder or a picture of a feeder (Teaching Pictures, Primary Science Concepts Charts). Using the feeder or the picture, ask the children if anyone knows what to call the object and what its use might be. Provide any information which the children do not volunteer. Discuss what foods birds eat, and encourage the children to explain why birds can find little food during the cold winter. If possible, show them pictures of birds which might visit a feeder in your area (Hayes Posters, McGraw-Hill Flash Cards). Teach the children a song or fingerplay about a bird common to your area. As you teach the words, emphasize the words that rhyme. Assessment Activity Use the words to the song (or fingerplay) for a rhyming activity. Review the song (or fingerplay), asking the children to listen very carefully to the words. Explain that there are rhyming words in the song (or fingerplay). Review the concept of rhyming by giving several examples of words that rhyme. Examples: cat, rat, sat; ran, can, man Using the parts or sets of rhyming words in the song, say one word of the set and ask individual children to think of the other word (or words) which rhymes with the given word. Encourage the children to think of words not included in the song which also rhyme with each set.

UNIT UNDERSTANDING: G. People have special autumn activities.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
Verbal Skills (cont.) Reproduces words, melody, and rhythm of sing Identifies rhyming words in song (or fingerplay) Suggests words not in the song (or fingerplay) which rhyme with a given word Motor Skills (Reproduces actions of fingerplay)	4. (cont.)
Knows and labels birds which visit the feeder	**Extension Activities** Buy a bird feeder or construct one from wood or milk cartons, and place it outside a classroom window. During the winter, keep it stocked with seed and provide times for the children to observe the birds which visit. During the remainder of the year, encourage the children's continued interest in the feeder. As new birds visit the feeder, find stories and songs to use with the children about these birds. Make a chart to display pictures of each different bird that visits the feeder.

UNIT UNDERSTANDING: H. People wear special clothing in autumn.

1. People wear jackets, sweaters, long pants and long-sleeved dresses, shirts, and blouses.

2. People wear clothes made of thicker, heavier material because the air is cooler than in summer.

3. Clothing worn in autumn is often made of colors like the autumn leaves -- red, yellow, orange, brown.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on flannelboard materials and pictures Isolates each flannelboard piece Auditory Skills Listens to discussion and directions ABSTRACTING SKILLS Conceptual Skills Knows articles of clothing Recognizes weather conditions -- rainy, sunny Recognizes temperature concepts -- hot, cold Recognizes size concepts -- long, short Association Skills Relates picture clues with appropriate season Relates weather condition and season with appropriate article of clothing Classification Skills Comprehends classes of clothing -- hot weather, cold weather RESPONSE SKILLS Verbal Skills Labels article of clothing	1. Basic Activity Dress Willie the Weatherboy (DARCEE) according to the day's weather. Discuss how weather effects the clothing the children wear. Then have the children dress him for rain, a hot sunny day (summer), and a cold sunny day (winter). Emphasize the difference in length of sleeves and pant legs in hot and cold weather. Assessment Activity Display two study prints, one of summer and one of winter, which illustrate people wearing clothing appropriate for the season. Using a bag or box of clothing pictures (PLDK Stimulus Cards) which include long-sleeved, short-sleeved, short-leg, and long-leg clothing, give each child several or all of the following directions: a) take one picture from the box; b) identify the article of clothing; c) describe the sleeve length and/or leg length; d) tell whether it would be worn in cold weather or hot weather; e) place the picture beside the appropriate study print.

UNIT UNDERSTANDING: H. People wear special clothing in autumn.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
Verbal Skills (cont.) Describes sleeve and leg length of certain articles of clothing Identifies article of clothing as to whether it is worn in hot or cold weather Motor Skills Places picture of clothing with appropriate seasonal picture	

UNIT UNDERSTANDING: H. People wear special clothing in autumn.

2. People wear clothes made of thicker, heavier material because the air is cooler than in summer.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on scraps of material Auditory Skills Listens to discussion, directions, and questions Tactile-Kinesthetic Skills Discriminates among various weights and textures of materials ABSTRACTING SKILLS Conceptual Skills Recognizes texture concepts -- rough, smooth; thick, thin; bumpy, fuzzy, silky, velvety Recognizes weight concepts -- heavy, light; heavier, lighter Recognizes temperature concepts -- hot, cold Association Skills Relates weight and texture of material with appropriate temperature and season Classification Skills Comprehends classes of material -- heavy, light; thick, thin; cold weather, hot weather RESPONSE SKILLS Verbal Skills Describes weight and texture of materials Uses comparative statements Identifies clothing material as to whether worn in hot or cold weather	2. Basic Activity Collect scraps of material of many types to illustrate differences in texture and weight or thickness of cloth. Place the material in a box for a "Feel It" activity. Call on a child to select one piece. Have all the children feel it as you discuss its texture, its weight and thickness. Continue this procedure, encouraging different children to describe how the materials feel. Then ask individual children to select two material scraps and to determine which is heavier (or thicker) and which is lighter (or thinner). Assessment Activity Select several of the thickest scraps and several of the thinnest scraps, and put them in a box. Ask each child to select one scrap, describe how it feels, and tell whether it would be more suitable for cold weather or hot weather clothing.

UNIT UNDERSTANDING: H. People wear special clothing in autumn.

3. Clothing worn in autumn is often made of colors like the autumn leaves -- red, yellow, orange, brown.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on leaves and clothing Isolates articles of clothing Discriminates likenesses and differences in color among leaves and articles of clothing Auditory Skills Listens to directions ABSTRACTING SKILLS Conceptual Skills Knows articles of clothing Recognizes color concepts -- red, yellow, orange, brown Association Skills Relates colors and articles of clothing with their labels RESPONSE SKILLS Verbal Skills Labels article of clothing Identifies color concepts Uses complete sentences Motor Skills Stands when the teacher names a color which he is wearing	3. Basic Activity Make four construction paper leaves of red, yellow, orange, and brown; or use leaves from Activity D-6. Taking one leaf at a time, ask the children who are wearing this color to stand. Ask each child to identify the article of clothing which is the color of the leaf. Encourage the children to use complete sentences. Examples: I am wearing red socks. My socks are that color. Evaluation Note carefully which children can and cannot do the following: a) match clothing and leaf colors; b) identify articles of clothing; c) identify the colors red, yellow, orange, brown. Provide additional activities for the children having difficulty in any one of these skill areas.

UNIT UNDERSTANDING: H. People wear special clothing in autumn.

1. People wear jackets, sweaters, long pants and long-sleeved dresses, shirts, and blouses.

2. Clothing worn in autumn is often made of colors like the autumn leaves -- red, yellow, orange, brown.

SENSORY SKILLS

Visual Skills
- Focuses attention on clothing of children in room
- Isolates articles of clothing
- Discriminates among colors of articles of clothing
- Detects child whose clothing is being described

Auditory Skills
- Listens to descriptions

ABSTRACTING SKILLS

Conceptual Skills
- Knows articles of clothing
- Recognizes color concepts
- Recognizes size concepts -- long, short

Association Skills
- Relates clues given in description of clothing in order to identify the child described

RESPONSE SKILLS

Verbal Skills
- Labels articles of clothing
- Describes articles of clothing using labels for color and size concepts
- Identifies child whose clothing is described

4. Basic Activity

Play a guessing game. Ask one child at a time to describe the clothing of someone in the room, while the other children try to determine who is being described. Encourage the children to be as explicit as possible, using words for articles of clothing, colors, and length of sleeves and pants.

Evaluation

Note which children can and cannot
a) locate the person being described;
b) describe the clothing of another person in the room.

- Reproduces words, melody, and rhythm of song

Extension Activity

Continue using the song "Mary Wore a Red Dress," introduced in the unit All About Me, to encourage the children to identify colors and to name articles of clothing.

UNIT UNDERSTANDING: I. In autumn, we see changes in animals because the weather has become cool.

1. Pets spend more time inside homes where it is warm.
2. Dogs and cats begin to grow thicker coats of hair and fur.
3. Farm animals spend more time inside the barn and eat food which the farmer has stored for winter.
4. Squirrels find a warm home in a tree and collect nuts and store them for winter.
5. Some birds fly away to a warm place for the winter.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on picture and fur Detects a missing animal picture Auditory Skills Listens to discussion, questions, and directions Tactile-Kinesthetic Skills Notices texture of fur ABSTRACTING SKILLS Conceptual Skills Knows pictured animals and their homes Knows ways in which people prepare for cold weather Recognizes temperature concepts -- hot, cold; warm Recognizes time concepts -- autumn, winter Knows ways in which animals prepare for cold weather Understands concept of protection Association Skills Relates Fur with certain animals Relates growth of thick fur with protection from cold weather	1. Basic Activity Prepare a collection of animal pictures -- pets, farm animals, forest animals -- and pictures of animals' homes -- house, barn, cave, tree hole, ground hole (PLDK Stimulus Cards, Teaching Pictures, magazine pictures). Locate a sample of real animal fur, such as a fur collar, and place the fur in a bag. Begin the activity by asking the children to review all the ways that people prepare for winter in order to protect themselves from cold weather. Then ask the children how they think an animal would prepare for winter. Ask how an animal can keep warm since animals don't wear clothing. Move around the group with your bag, asking each child to feel inside the bag and to guess the identity of the object. Then show them the piece of fur and discuss how many animals grow thick coats of fur or hair in the autumn. Review the fact that people heat their homes to stay warm during winter. Ask the children if they know where an animal might go to stay warm in cold weather. Ask individual children to name an animal. As each animal is named, show the children a picture

UNIT UNDERSTANDING: I. In autumn, we see changes in animals because the weather has become cool.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
Association Skills (cont.) Relates animal with its label Relates animal with home Classification Skills Comprehends classes of animals -- those which are protectected by people, those which protect themselves in cold weather. RESPONSE SKILLS Verbal Skills Identifies ways in which people protect themselves from cold weather Suggests ways in which animals might prepare for cold weather Guesses identity of object in bag Labels animals in picture Identifies animal picture which is missing	1. (cont.) of the animal and his home and discuss the pictures. If no child mentions a farm or forest animal, introduce familiar examples, such as a cow and a bear, and show the pictures of their homes. Stress the point that people protect some animals (pets and farm animals) by providing them with a home; some animals (forest animals) must find or build their own homes. Evaluation Review the animals mentioned during the activity. Ask the children to identify each animal as you show them the pictures. Then play a "What's Missing?" game. Place five or six animal pictures in front of the children. Name them together as a group. Explain to the children that they are to study them closely. Remove one picture. Tell them to open their eyes and tell you which animal picture is missing. Continue the game until all the pictures are removed.
Discriminates, recognizes, and identifies rhyming words Supplies missing word of a line using rhyming clues	Extension Activity Use the poem "Get Ready!" to emphasize the fact that in autumn, forest animals find or build a home where they can spend the cold winter. Since the children may not be familiar with all the animals, it is suggested that you show the children a picture of each animal and each home as it is mentioned in the poem (PLDK Stimulus Cards). When the children are familiar with the words, ask them to fill in the last line of each verse. Encourage them to use rhyming clues to identify the correct word.

UNIT UNDERSTANDING: I. In autumn, we see changes in animals because the weather has become cool.

3. Farm animals spend more time inside the barn and eat food which the farmer has stored for winter.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on various aspects of the farm and on the experience chart Isolates pictures and words in experience story Scans chart from left to right and top to bottom Auditory Skills Listens to labels and discussion on trip Listens to review of trip and experience chart story ABSTRACTING SKILLS Conceptual Skills Knows animals and objects at farm Knows ways in which animals protect themselves from cold weather Understands sequence of events on field trip Understands that what is said can be printed on paper and read Association Skills Relates changes in farm and farm animals with colder weather RESPONSE SKILLS Verbal Skills Recalls events of trip Uses complete sentences	2. Basic Activity If the children know little about the farm, you might want to visit a local farm to see the grain stored for winter, the animals in the barn, the bare fields where plants have been harvested or have died. Discuss all the ways that cooler weather has influenced characteristics of the farm at this time of the year. If the farm has been visited previously, recall your past observations and compare them with those of the present. Stress the fact that the animals spend more time inside their homes (barn, coop, etc.) since the weather is getting cooler. Assessment Activity Once back at school, ask children to help write a special story about their trip to the local farm. As children remember things they saw on their trip, write their words on chart paper. Encourage the use of complete sentences. When writing each sentence draw pictures, to substitute for names, of any objects or animals they mention. Re-read the sentence, pointing to each word and picture, so that the children can help understand that words make sentences and that what they have said can be printed and then read. Explain to the children that they have their own story right in the classroom. Place the chart story on a stand to read at later times when the children want to hear and see what they wrote.

UNIT UNDERSTANDING: I. In autumn, we see changes in animals because the weather has become cool.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
Draws or paints a picture of something seen on trip to farm Describes picture	2. (cont.) Extension Activity Provide time for the children to draw or paint something they saw at the farm. When the children have finished drawing or painting, ask each one to describe his picture. Print his words across the bottom of his picture.

UNIT UNDERSTANDING: I. In autumn, we see changes in animals because the weather has become cool.

4. Squirrels find a warm home in a tree and collect nuts and store them for winter.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on representation of squirrel Distinguishes parts of squirrel puzzle Combines puzzle pieces to form a whole squirrel Auditory Skills Listens to discussion and directions ABSTRACTING SKILLS Conceptual Skills Knows squirrel and his characteristics Knows autumn activities of a squirrel Understands concept of protection Knows body parts of squirrel Association Skills Relates certain activities of squirrel with protection from cold weather RESPONSE SKILLS Verbal Skills Describes physical characteristics of a squirrel Describes picture Interprets picture to tell a story Motor Skills Locates body part as directed Arranges puzzle parts to form whole squirrel Manipulates paste, paper, and crayons appropriately	3. Basic Activity Introduce the squirrel using study prints (Teaching Pictures), a book, or flannelgraph materials (Science Studies). Ask children to describe his physical characteristics. Discuss his habits and how he prepares for the cold weather. Emphasize the fact that a squirrel is a wild animal -- he must build his own home and must find his own food. Assessment Activity Plan a pasting activity, having the children assemble the body parts of a squirrel like a puzzle. Give each child a piece of construction paper, with the outline of a squirrel drawn on it, and the body parts of the squirrel cut from brown or gray construction paper. As a group, ask the children to find each body part, as you name it, and assemble the parts to form the whole squirrel. Give the children paste to complete the activity. Emphasize position words as the children are working. The children could be given crayons to color an autumn scene around the squirrel. Each child could be asked to describe his picture or to tell a story about it.

UNIT UNDERSTANDING: I. In autumn, we see changes in animals because the weather has become cool.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
	3. (cont.)
a. Understands and recalls contents and sequence of events in story	Extension Activities a. Read a story about a squirrel.
b. Discriminates, recognizes, and identifies likenesses and differences among squirrels	b. Show the children pictures of different kinds of squirrels (The Squirrel Book) to discuss and compare.

UNIT UNDERSTANDING: I. In autumn, we see changes in animals because the weather has become cool.

4. Squirrels find a warm home in a tree and collect nuts and store them for winter.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on film Auditory Skills Listens to film, discussion, and questions Isolates name of squirrel in film ABSTRACTING SKILLS Conceptual Skills Knows squirrel and his characteristics Understands contents and sequence of events in film RESPONSE SKILLS Verbal Skills Identifies the squirrel by name or suggests a name for the squirrel Answers questions concerning the contents and sequence of events in the film	4. Basic Activity Show the children a film about a squirrel (Bushy the Squirrel). Prepare the children for the film so they will be watching and listening for significant events. If the squirrel in the film has a name, do not tell the children the name but ask them to be listening for it. Evaluation After the film has been shown, ask the children the name of the squirrel or what name they would give to the squirrel. Ask the children questions to review the information given in the film about the squirrel. You might try dividing the children into two teams (ability-balanced) and having a contest to see which team can answer correctly the most questions.
a. Observes and identifies autumn activities of real squirrel in the environment b. Discriminates and reproduces melody, rhythm, and words of song about a squirrel c. Discriminates and reproduces words of poem Discriminates, recognizes, and identifies rhyming words	Extension Activities a. Take a trip to a local park or woodland to observe the autumn activities of a squirrel. b. Teach the children a song about a squirrel ("Gathering Nuts," "Let Us Chase the Squirrels," "The Squirrel"). c. Read a poem about a squirrel ("Squirrel," "The Squirrel"). Use the poem for a rhyming activity.

UNIT UNDERSTANDING: I. In autumn, we see changes in animals because the weather has become cool.

5. Some birds fly away to a warm place for the winter.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on pictures and clay or play dough models Auditory Skills Listens to discussion, questions, and directions ABSTRACTING SKILLS Conceptual Skills Knows bird feeder and its function Knows animals Knows ways in which animals protect themselves in cold weather Understands function of feathers as a means of protection Knows body parts of animals Association Skills Relates certain characteristics and habits with birds Classification Skills Comprehends the sub-class of animals called birds RESPONSE SKILLS Verbal Skills Answers questions concerning birds Labels model animal Labels body parts of model animal Describes how animals protect themselves in cold weather Motor Skills Reproduces model of animal with clay or play dough	5. Basic Activity Recall the bird feeder discussed in Activity G-4. Have the children review the purpose of the feeder. Then show them pictures of birds in your area (McGraw-Hill Flash Cards, Hayes Posters). Discuss their common characteristics and habits. Ask how birds might protect themselves and stay alive during cold weather. Explain again that many birds fly away to a warm place for the winter. Birds that stay in the area are often fed by people. Show the children a bird feather and explain that birds have their feathers for protection, just as people wear clothing and animals grow fur or hair. Stress the fact that birds are animals just as cats, dogs, squirrels, cows, horses, etc. Birds are animals that have two legs, wings and feathers, beaks, and sometimes, the ability to fly. Assessment Activity Plan a clay or play dough activity in which you suggest that the children make birds and other animals. As the children are working, encourage them to name their animal and to identify the body parts. Note the number of legs which the child puts on his animal. At the end of the activity, ask each child to show his animal(s) to the group and identify it. As a group, discuss how this animal will be protected from cold weather.

UNIT UNDERSTANDING: J.* In autumn, there is a special fun day called Halloween.

1. People carve jack-o-lanterns out of pumpkins.
2. Children put on dress-up clothes or costumes and go trick-or-treating.
3. People tell scary stories about witches, goblins, ghosts, cats, and haunted houses.
4. People make decorations for their homes using the Halloween colors -- orange and black.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on teacher Auditory Skills Listens to questions and finger-play or song Discriminates words of fingerplay or song Discriminates melody, and rhythm of song Discriminates words which rhyme in fingerplay or song ABSTRACTING SKILLS Conceptual Skills Knows special autumn day called Halloween Knows words to fingerplay or song Knows melody and rhythm of song Understands concept of rhyming words Recognizes rhyming words Association Skills Relates certain activities and events with Halloween	1. Basic Activity Most probably, the children have been mentioning Halloween; therefore, an elaborate introduction is likely unnecessary. Ask the children questions concerning their plans for Halloween. If they are going trick-or-treating, ask them what they plan to wear or who they will pretend to be. Then teach the children a fingerplay ("Hallowe'en") or a song ("On Halloween") about this special fun day. After the verses have been learned, ask the children to put on their "listening ears." Recite the lines, emphasizing the rhyming words. Ask the children if they heard any rhyming words -- words that sound almost the same. Give the children an example of a pair of rhyming words. Evaluation Recite the verses in small sections. With each section, ask the children to identify the rhyming words. Encourage them to identify other words which rhyme with those in the verse. Any words, including nonsense words, should be accepted as long as they rhyme with a word or words in the verse.

*It is suggested that the activities for Unit Understanding J be used during the week preceding Halloween

UNIT UNDERSTANDING: J. In autumn, there is a special fun day called Halloween.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
RESPONSE SKILLS Verbal Skills Recites words of fingerplay Reproduces words, melody, and rhythm of song	1. (cont.)
a. Isolates and counts objects one-by-one Pairs members in one set with those in another set Discriminates, recognizes, identifies, and reproduces number sets Discriminates, recognizes, identifies, and reproduces a set which has more or fewer members than another given set or as many members as the given set	Extension Activities a. During the week of Halloween, teach the children several fingerplays which involve number sets ("Five Little Goblins," "Five Little Pumpkins," "Three Little Witches"). Make felt sets of the Halloween figures -- five goblins, ten pumpkins, three witches. Use the sets of figures in activities to develop number concepts and relations -- one-to-one correspondence, number sets, the concepts of "more than," "as many as," and "fewer than."
b. Understands and recalls contents and sequence of events in stories	b. Read the children stories about Halloween (Georgie's Halloween, The Magnificent Pumpkin, Humbug Witch, The Pumpkin Patch, Tell Me Mr. Owl). Place emphasis on the sequence of events in the stories.

UNIT UNDERSTANDING: J. In autumn, there is a special fun day called Halloween.

1. People carve jack-o-lanterns out of pumpkins.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on film Focuses attention on autumn farm mural Discriminates likenesses and differences between farm in film and farm in autumn mural Auditory Skills Listens to film, discussion, and questions ABSTRACTING SKILLS Conceptual Skills Knows objects in film and mural Recognizes weather conditions -- frost Understands contents and sequence of events in film Recognizes likenesses and differences between farm in film and farm in autumn mural Association Skills Relates certain changes in weather, plants, animals, and people with autumn Relates farm in autumn mural with farm in film RESPONSE SKILLS Verbal Skills Answers questions concerning contents and sequence of events in film Identifies ways farm in film and farm in wall mural are alike and different	2. Basic Activity Show the children the film What the Frost Does. The story concerns a boy who is waiting for the frost so he can pick his pumpkin in the field. This film is an excellent material to use as a review of all the understandings included in the unit. The pictures and the narrative emphasize many changes in weather, plants, animals, and people in the autumn season. Introduce the film by explaining that the film is a story about a small boy who lives on a farm. It is autumn and the boy is waiting for something to happen. Ask the children to listen and watch carefully to find out the boy's name, what he is waiting for, and what happens during the story. Evaluation After showing the film, ask the children questions to review the happenings in the story and the sequence of events. Examples: What was the boy's name? Where was he going? What was he waiting for? Why was he waiting for a frost? Discuss the farm where Sammie lived. Compare the farm in the film with the Autumn Farm Scene on the classroom wall in terms of their likenesses and differences.

UNIT UNDERSTANDING: J. In autumn, there is a special fun day called Halloween.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
Detects, recognizes, and identifies autumn signs in weather, plants, animals, and people in the film	2. (cont.) Extension Activity Show the film a second time, either later the same day or the following day. This time ask the children to look for all the signs of autumn shown and discussed in the film. After you have shown the film, ask the children to recall all the autumn signs -- weather, plants, animals, people.

UNIT UNDERSTANDING: J. In autumn, there is a special fun day called Halloween.

1. People carve jack-o-lanterns out of pumpkins.

4. People make decorations for their homes using the Halloween colors -- orange and black.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on pumpkin and process of making a jack-o-lantern Distinguishes characteristics of the jack-o-lantern Auditory Skills Listens to discussion and questions Listens to descriptions of jack-o-lantern Tactile-Kinesthetic Skills Discriminates among textures of pumpkin parts ABSTRACTING SKILLS Conceptual Skills Knows parts of face and their relationships to each other Recognizes color concepts -- orange Recognizes shape concepts -- circle, square, triangle, rectangle Recognizes texture concepts -- wet, dry; smooth, slippery, sticky Recognizes number concepts -- sets one to six Recognizes position concepts -- inside, outside; over, under; above, below; beside, on the side; top, bottom; around Recognizes affective concepts -- happy, sad	3. Basic Activity Involve the children in making one or more jack-o-lanterns to decorate your classroom. Ask the children to describe the color, shape, and texture of the pumpkin. Cut out the top (hat, or lid) and have the children feel the wet interior. Discuss the seeds as the children help remove them. As a review of concepts introduced in the unit All About Me, encourage the children to direct the cutting. Ask them questions concerning the shape, number, and position of the facial features. Examples: How many eyes do we need? What shape do you want the eyes? Where should the eyes be cut? Should we make a happy or sad jack-o-lantern? Evaluation Ask individual children to describe the characteristics of the jack-o-lantern which has been made. Make a list of every different characteristic which is identified. Encourage them to use all the basic concepts which were discussed while the pumpkin was being cut -- color, shape, number, position, texture, affective. Read the list of descriptions to the children at the close of the activity.

UNIT UNDERSTANDING: J. In autumn, there is a special fun day called Halloween.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
Association Skills Relates pumpkin with jack-o-lantern Relates jack-o-lantern with Halloween Relates Halloween with autumn RESPONSE SKILLS Verbal Skills Labels parts of face Gives directions for cutting parts of face Identifies concepts of color, shape, number, position, texture, emotion Describes characteristics of jack-o-lantern	

UNIT UNDERSTANDING: J. In autumn, there is a special fun day called Halloween.

1. People carve jack-o-lanterns out of pumpkins.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on jack-o-lanterns Isolates each jack-o-lantern when counting Discriminates likenesses and differences among shapes, sizes, and facial expressions of jack-o-lanterns Auditory Skills Listens to discussion and directions ABSTRACTING SKILLS Conceptual Skills Knows jack-o-lantern Recognizes number concepts -- set of one to six Recognizes affective concepts -- happy, sad Recognizes shape concepts -- circle, square, triangle, rectangle Understands concepts of "alike" and "different" RESPONSE SKILLS Verbal Skills Labels jack-o-lantern Counts jack-o-lanterns one-by-one Identifies the ways two jack-o-lanterns are alike and different including number, shape, and affective concepts Uses complete sentences Motor Skills Selects "happy" or "sad" faces as directed	4. Basic Activity Make the Jack-o-Lantern Likeness and Difference Set (DARCEE). Display all six jack-o-lanterns on a chalk tray or card holder in front of the children, making sure that all the children can see the materials. Ask the children to identify the jack-o-lanterns and to count them. Then ask a child to find the "happy" faces and to tell how many happy faces he found. Use the same procedure for the "sad" or "mean" faces. Then ask a child if he can find any faces which are just alike. Remove three of the jack-o-lanterns from the rack, leaving the two which are identical and a third which is different. Discuss all the ways the identical jack-o-lanterns are alike. Then compare these two with the "different" face. Identify all the ways they are different. Evaluation Display the five different jack-o-lanterns. Ask one child at a time to select two and compare them in terms of their likenesses and differences. If a child has difficulty, ask other children for assistance. Encourage the children to express their comparisons using complete sentences. Example: This jack-o-lantern has circles for eyes and that one has triangles for eyes.

UNIT UNDERSTANDING: J. In autumn, there is a special fun day called Halloween.

2. Children put on dress-up clothes or costumes and go trick-or-treating.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on materials for making mask Auditory Skills Listens to questions, directions, and discussion ABSTRACTING SKILLS Conceptual Skills Knows concepts of mask and trick-or-treating Knows parts of the face Recognizes color concepts Recognizes shape concepts -- circle, square, triangle, rectangle Recognizes number concepts -- sets of one and two Association Skills Relates mask and trick-or-treating with Halloween Relates Halloween with autumn RESPONSE SKILLS Verbal Skills Answers questions concerning shape and number concepts Describes own mask using labels for color, shape, and number concepts Motor Skills Manipulates crayons, construction paper, and paste appropriately	5. Basic Activity Show the children a mask you have made from a paper bag. Dramatize its use as you discuss Halloween trick-or treating. Then give each child a bag to make his own mask. Working with one child at a time, mark the location of his facial features on the bag. Ask the child what shapes to use for cutting the eye, nose, and ear holes, and how many holes will be needed. Give the children crayons, construction paper, and paste to decorate their masks. Evaluation When the masks are completed, ask each child to describe the colors and shapes on his mask.

UNIT UNDERSTANDING: J. In autumn, there is a special fun day called Halloween.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
Identifies child wearing mask Describes clues used to identify child wearing mask	5. (cont.) Extension Activity Play a "Who Is It?" game using the masks. Ask the children to put on their masks. Randomly arrange them on chairs in a circle. Point to a child and ask the others to identify him. Then have him point to another child to be identified by the group. When a child has been identified, he may remove his mask. Continue playing until all the children have been "unmasked." If this game is too difficult, make adaptations to give the children additional clues. Examples: When someone points to a child, have "It" say a few words. Ask "It" to stand and walk around the circle. If this game is very easy, ask the children to verbalize how they were able to identify each child. Examples: I remembered what she was wearing. Those are Shirley's shoes. I remember Grady's mask.

UNIT UNDERSTANDING: J. In autumn, there is a special fun day called Halloween.

3. People tell scary stories about witches, goblins, ghosts, cats, and haunted houses.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on visual aids for story Isolates the various Halloween figures Auditory Skills Listens to story, discussion, and questions ABSTRACTING SKILLS Conceptual Skills Knows Halloween symbols -- witches, goblins, ghosts, cats, and haunted house Understands concept of a "pretend" or "make-believe" story Recognizes affective concepts -- scared, afraid Understands contents and sequence of events in story Association Skills Relates visual figure with concept in story Relates certain characters and symbols with Halloween Relates Halloween with autumn Relates certain events and symbols with affective concepts -- scared, afraid RESPONSE SKILLS Verbal Skills Recalls events of story in correct sequence Identifies parts of story which were "scary" Labels Halloween figures	6. Basic Activity Locate or write a simple Halloween ghost story involving the typical holiday symbols -- witches, goblins or ghosts, cats, and haunted houses. Make or find figures of the symbols to use as visual aids. Introduce the figures and discuss what is meant by a "pretend" story and a "scary" story. Using the figures when appropriate, tell the story to the children in the usual ghost story manner. Evaluation Review the story with the children, encouraging them to reconstruct the order of events in which the story took place. Discuss what it means to be scared or afraid. Ask the children to recall parts of the story which they thought were scary. Again, stress the fact that witches, goblins and ghosts, and haunted houses are all make-believe. Complete the activity by asking the children to identify the different figures.

UNIT UNDERSTANDING: J. In autumn, there is a special fun day called Halloween.

4. People make decorations for their homes using the Halloween colors -- orange and black.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on materials for making mats Discriminates among colors of construction paper Isolates Halloween figures Discriminates pattern of two alternating colors Auditory Skills Listens to directions and discussion ABSTRACTING SKILLS Conceptual Skills Knows Halloween figures Recognizes color concepts -- orange, black Recognizes position concepts -- over, under; next to, beside; right, left; corner; top, bottom; sides Recognizes shape concepts -- rectangle (mat) Recognizes the color pattern Understands sequence of steps involved in making mat Association Skills Relates colors of orange and black with Halloween Relates certain figures with Halloween Relates Halloween with autumn RESPONSE SKILLS Verbal Skills Labels Halloween figures Identifies the color pattern	7. Basic Activity Make table placemats for Halloween lunch. One or both of the following suggestions could be used. a. Make a woven mat with a simple pattern, alternating orange and black strips of construction paper. Stress the "over-under" motion in weaving. b. Make Halloween figures -- witches, ghosts, jack-o-lanterns, cats -- from orange and black construction paper. Giving specific positional directions, have the children arrange the figures between two 10" x 15" sheets of wax paper. Press with a warm iron to seal. Trim around the edges with pinking shears. Evaluation As the children are using the mats at mealtime, ask each child to describe his mat (colors, figures) and to tell how he made it.

UNIT UNDERSTANDING: J. In autumn, there is a special fun day called Halloween.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
Verbal Skills (cont.) Describes own mat using labels for color, shape, and position concepts Describes sequence of steps used in making mat Motor Skills Weaves construction paper strips Produces a pattern of two alternating colors Positions Halloween figures on mat as directed	

UNIT UNDERSTANDING: J. In autumn, there is a special fun day called Halloween.

1. People carve jack-o-lanterns out of pumpkins.
2. Children put on dress-up clothes or costumes and go trick-or-treating.
3. People tell scary stories about witches, goblins, ghosts, cats, and haunted houses.
4. People make decorations for their homes using the Halloween colors -- orange and black.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on book Isolates objects and activities in book's pictures Auditory Skills Listens to story and questions ABSTRACTING SKILLS Conceptual Skills Knows objects and activities in book pictures Understands contents and sequence of events in story Association Skills Relates certain characteristics with autumn Relates Halloween and Thanksgiving with autumn RESPONSE SKILLS Verbal Skills Answers questions concerning contents of story Recalls correct sequence of events in story	8. Basic Activity Read the story Peter Pumpkin for a review of autumn concepts, growth and harvest of a pumpkin, and Halloween, and as an introduction to the concept of Thanksgiving. Evaluation Ask the children questions about the contents of the book and the order of events in the story.

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UNIT UNDERSTANDING: K.* In autumn, there is a special day called Thanksgiving.

1. This is a day when people are thankful for their home, family, and friends.

2. People prepare a large family dinner, often with a turkey.

3. Many people go to their churches to give thanks.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on pictures Auditory Skills Listens to discussion and questions ABSTRACTING SKILLS Conceptual Skills Recognizes affective concepts -- happy (thankful) Understands that Thanksgiving Day is a holiday Knows various ways in which people celebrate Thanksgiving Day Association Skills Relates certain events or objects with happiness (thankfulness) Relates happiness (thankfulness) and certain activities with Thanksgiving Day Relates Thanksgiving Day with autumn RESPONSE SKILLS Verbal Skills Suggests an event or object which brings happiness (thankfulness)	1. Basic Activity Make a very simple attempt to develop the concept of "being thankful" through a discussion of events or objects which make us happy. Discuss the fact that there is a special day in autumn, called Thanksgiving, when we are thankful for things which make us happy -- friends, family, homes. Tell the children about the different ways people celebrate this holiday. Find magazine pictures to illustrate the ideas you wish to develop. Evaluation Ask each child to name one thing which makes him feel happy (thankful). At the close of the activity, review all the different suggestions given by the children. Note: The concept of "thankfulness' is very abstract. It is not expected that the children will have more than a surface grasp of the true meaning of Thanksgiving Day.

*It is suggested that the activities for Unit Understanding K be used during the week preceding Thanksgiving Day.

UNIT UNDERSTANDING: K. In autumn, there is a special day called Thanksgiving.

2. People prepare a large family dinner, often with a turkey.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on materials for making model turkey Combines parts to make a whole turkey Discriminates color pattern of two or three colors Auditory Skills Listens to discussion, directions, and questions ABSTRACTING SKILLS Conceptual Skills Knows materials for making model of turkey Recognizes color concepts -- red, yellow, orange Recognizes number concepts -- one, two Recognizes texture concepts -- hard, soft Recognizes size concepts -- large, small; larger, smaller Recognizes the color pattern Association Skills Relates model turkey with real turkey Relates turkey with Thanksgiving RESPONSE SKILLS Verbal Skills Labels materials for making model of turkey Identifies number of each material needed to make model Labels body parts of turkey Identifies color pattern of toothpicks	2. Basic Activity Plan a Thanksgiving dinner to include many of the traditional foods for this holiday. If possible, prepare one of the foods with the children. As part of your preparation, make models of turkeys for table favors or decorations. Use an apple for the body, a marshmallow for the head, cloves for eyes, match sticks for legs, gumdrops for feet, and colored toothpicks for tail feathers. Discuss all the materials with the children, and ask them to identify each one as you distribute it. Have each child tell you how many apples, marshmallows, cloves, match sticks, and gumdrops he would need for each body part. Use the apple, a marshmallow, and a gumdrop for size and texture (hard-soft) comparisons. Have the children assemble the parts. (Less advanced children may need to use a completed turkey as a model.) Then have the children make the toothpick tail. The toothpicks could be arranged according to a color pattern using two or three colors. Examples: red, yellow; red, yellow; ...or red, yellow, orange; red, yellow, orange; red, yellow, orange ... Evaluation As each child completes his turkey, ask him to identify the body parts and the materials used for each part. Check the order of the toothpicks in the tail and ask the child to identify the color pattern.

UNIT UNDERSTANDING: K. In autumn, there is a special day called Thanksgiving.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
Motor Skills Assembles parts to make model of turkey Produces a color pattern with toothpicks	

UNIT UNDERSTANDING: K. In autumn, there is a special day called Thanksgiving.

1. This is a day when people are thankful for their home, family, and friends.

2. People prepare a large family dinner, often with a turkey.

3. Many people go to their churches to give thanks.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on book and pictures Isolates objects and activities in pictures Auditory Skills Listens to contents of book, discussion, and questions ABSTRACTING SKILLS Conceptual Skills Knows objects and activities in pictures Understands time concepts -- long ago, then, now Understands that Pilgrims lived long ago and that many of their ways of life were different from "now" Association Skills Relates certain events with Thanksgiving Relates certain ways of life with Pilgrims RESPONSE SKILLS Verbal Skills Answers questions concerning book and pictures Suggests ways Pilgrims might have provided for daily needs	3. Basic Activity Read or tell a very simple story about the history of the Thanksgiving holiday (How We Celebrate Our Fall Holidays). Emphasize the concept of "long ago." Show the children pictures of Pilgrims and their ways of life. Encourage the children to compare "then" with "now" (clothing, homes, etc.). Make references to any well-known television shows which illustrate pioneer life. Evaluation Question the children concerning the contents of the book. Then ask them questions to encourage some critical thinking. Examples: Where do you think the Pilgrims got their clothes? ... their food? Note: A young child's ability to grasp the concept of "long ago" or to understand a way of life different from that of the present is quite limited. It is not expected that the children will provide accurate descriptions of pioneer or Pilgrim life. The questioning technique suggested in the evaluation is intended only to stimulate thinking and to give the teacher an indication of the children's ability to conceptualize a way of life which differs from their own.

IV. Instructional Materials

BOOKS		SOURCE
About Apples From Orchard to Market	Green, M. M.	Melmont Publishers, Inc., 1960
About Four Seasons and Five Senses	Radlauer, R. S.	Melmont Publishers, Inc., 1960
Autumn Harvest	Tresselt, A.	Lothrop, Lee, & Shepard Co., Inc., 1951
Backyard Trees	Rush, H.	Rutledge Books, Inc., 1964 (Beginning Knowledge)
Best Word Book Ever	Scarry, R.	Golden Press, Inc., 1963 (Giant Golden)
Childcraft Volume 1 Poems and Fables Volume 3 World and Space Volume 4 Life Around Us Volume 5 Holidays and Customs		Field Enterprises Educational Corp., 1966
Down Come the Leaves	Bencroft, H.	Thomas Y. Crowell Co., 1961 (Let's-Read-and-Find-Out)
Fall Is Here	Parker, B. M.	Row, Peterson, & Co., 1948 (The Basic Science Education SEries)
Georgie's Halloween	Bright, R.	Doubleday & Co., Inc., 1958
Gobble, Gobble, Gobble	Ellis, M. J.	T. S. Denison & Co., Inc., 1956
How a Seed Grows	Jordan, H. J.	Thomas Y. Crowell Co., 1960
How We Celebrate Our Fall Holidays	Banks, M. A.	Benefic Press, 1964
Humbug Witch	Balian, L.	Abingdon Press, 1965 (Junior Literary Guild)
Let's Find Out About Fall	Shapp, M., & Shapp, C.	Franklin Watts, Inc., 1963 (Let's Find Out)
The Magnificent Pumpkin	Plasmati, V.	E. M. Hale & Co., 1959

BOOKS		SOURCE
Nature - An Introduction to Our World	Refoy, M.	Whitman Publishing Co., 1964
Now It's Fall	Lenski, L.	Henry Z. Walck, Inc., 1964
Peter Pumpkin	Ott, J.	Doubleday & Co., Inc., 1963
The Pumpkin Patch	Martin, P. M.	G. P. Putnam's & Sons, 1966
The Question and Answer Book of Nature	Saunders, J. R.	Random House, Inc., 1962
Seeds and More Seeds	Selsam, M. E.	Harper & Row Publishers, 1959
Seeds by Wind and Water	Jordan, H. J.	Thomas Y. Crowell Co., 1962 (Let's-Read-and-Find-Out)
The Squirrel Book	Pfloog, J.	Golden Press, Inc., 1965 (Golden Shape)
Tell Me Mr. Owl	Foster, D. V. L.	Lothrop, Lee, & Shepard Co., 1957
A Tree Is Nice	Udry, J.	Harper & Row, 1956
A Tree Is a Plant	Bulla, C. R.	Thomas Y. Crowell Co., 1960 (Let's-Read-and-Find-Out)
The True Book of Seasons	Podendorf, I.	Children's Press, Inc., 1955
What Is a Season	Darby, G.	Benefic Press, 1960
The When's That? Book	Wallisei B.	Grosset & Dunlap, Inc., 1964
Wonders of Nature	Watson, J. W.	Golden Press, Inc., 1957 (Big Golden)
The Wonders of the Seasons	Parker, B. M.	Golden Press, Inc., 1966 (Big Golden)

SONGS	SOURCE
Fireside Book of Children's Songs Winn, M. (Ed.)	Simon & Schuster, Inc., 1966
The Mulberry Bush (p. 172)	

SONGS	SOURCE
The Joy of Music McLaughton, R., & Schliestett, P.	Summy-Birchard Co., 1967
Mary Wore a Red Dress (p. 47)	(see Appendix - unit All About Me)
Music Round About Us Heller, R. (Ed.)	Follett Publishing Co., 1964
The Squirrel (p. 52)	
Let Us Chase the Squirrels (p. 53)	
Gathering Nuts (p. 163)	
Jack-O'-Lantern (p. 164)	
On Halloween (p. 165)	
Music Round the Clock Krone, M. T. (Ed.)	Follett Publishing Co., 1963
Tricks or Treat (p. 69)	
Song Flannel Board Packet - Seasons and Weather (No. A1525)	David C. Cook Publishing Co.
In Fall	

FILMS	SOURCE
Autumn Is An Adventure (11 min.)	Coronet Films
Bushy the Squirrel (11 min.)	Coronet Films
What the Frost Does (11 min.)	Coronet Films

POEMS, FINGER PLAYS, AND ACTION VERSES	SOURCE
DARCEE Poem and Action Verse	(see Appendix)
Get Ready!	
My Name Is Autumn	

POEMS, FINGER PLAYS, AND ACTION VERSES	SOURCE
Poems and Verses About Animals Bissett, D. J. (Ed.)	Chandler Publishing Co., 1967
Squirrel (p. 77)	
The Squirrel (p. 78)	
Where Is It? (p. 76)	
Rhymes for Fingers and Flannelboards Scott, L. B., & Thompson, J. J. (Eds.)	Webster Publishing Co., 1960
The Apple Tree (p. 119)	
Five Little Goblins (p. 61)	
Five Little Pumpkins (p. 60)	
Five Red Apples (p. 120)	
Hallowe'en (p. 59)	
Little Leaves (p. 119)	(see Appendix)
Three Little Oak Leaves (p. 119)	
Three Little Witches (p. 61)	
What Jack Frost Taught Me (p. 121)	(see Appendix)
The Tall Book of Mother Goose Rojankovsky, F. (Ill.)	Harper & Row Publishers, 1942
Peter, Peter Pumpkin-Eater (p. 114)	

CHARTS AND STUDY PRINTS	SOURCE
Food Models in Full Color (No. FB12)	National Dairy Council
Hayes Posters	Hayes School Publishing Co.
Familiar Birds We Should Know (No. VA174)	
Language - Kit A	Ginn & Co.
Picture Card from Unit 10-- The Three Markets	

CHARTS AND STUDY PRINTS	SOURCE
Magazine pictures	
McGraw-Hill Flash Cards	McGraw-Hill Co., Inc.
Teach-Me About Birds (No. 96895)	
Peabody Language Development Kit Level #1 - Stimulus Cards	American Guidance Service, Inc.
Activity Cards	
Animal Cards	
Clothing Cards	
Color Cards	
Food Cards	
Fruit and Vegetable Cards	
Miscellaneous Cards	
Primary Science Concept Charts	F. A. Owen Publishing Co.
Animals (No. 665)	
Plants (No. 661)	
Teaching Pictures	David C. Cook Publishing Co.
Science Themes No. 1 (No. A891)	
Seasons (No. A865)	

FLANNEL AND MAGNETIC BOARD SETS	SOURCE
DARCEE Flannel Board Sets	
Willie the Weatherboy	(see Appendix)
David C. Cook Flannelgraph Set	David C. Cook Publishing Co.
Science Studies (No. A848)	
Instructo Flannel Board Aids	Instructo Products Co.
Halloween (No. 167)	
Holiday Cut-Outs (No. 25)	
Plants and Food (No. 262)	

FLANNEL AND MAGNETIC BOARD SETS	SOURCE
Instructo Flannel Board Aids (cont.)	Instructo Products Co.
Primary Cut-Outs (No. 10)	
Seasons (No. 286)	
Study of Plant Growth (No. 260)	
We Dress for the Weather (No. 285)	
Instructo Magnetic Board Aids	Instructo Products Co.
Magnetic Seasons (No. 577)	
Milton Bradley Flannel Board Aids	Milton Bradley Co.
Seasons (No. 7832)	

ACTIVITY KITS AND INSTRUCTIONAL GAMES	SOURCE
DARCEE Leaf Kangaroo Cards	(see Appendix)
DARCEE Likeness and Difference Set: Jack-o-Lanterns	(see Appendix)
Instructo Activity Kits	Instructo Products Co.
Seasons - Fall and Winter (No. 1050)	

LIQUID DUPLICATORS	SOURCE
Living Things - Level 1	The Continental Press, Inc.
Science Observations - Level 1	The Continental Press, Inc.

DEMONSTRATION MATERIALS AND EQUIPMENT	
Activities	SOURCE
A-1, I-4, J-2	Film projector (16 mm)

DEMONSTRATION MATERIALS AND EQUIPMENT		SOURCE
B-3	Thermometers	
	Giant Working Thermometer (No. S266)	Creative Playthings, Inc.
D-4	Collection of different types of seeds	
	Magnifying glass	
F-1 E-3 Market trip	Autumn Crops -- pumpkin, ear of corn, apple, nuts; containers from foods made from these crops	
F-2	Electric cooker or hot plate; other equipment and ingredients for making applesauce	
G-2	Lawn rake(s)	
G-3	Samples of fuel: wood, coal, briquettes, oil	
G-4, I-5	Bird feeder	
I-1	Sample of animal fur	
I-5	Bird feathers	
J-3 E-3 Market trip	Pumpkins for jack-o-lanterns	
K-2	Materials for model turkey -- apples, marshmallows, cloves, matchsticks, gumdrops, colored toothpicks	

TEACHER-MADE MATERIALS		SOURCE
Activities		
A-1	Wall Display: Autumn Tree	(see Appendix)

	TEACHER-MADE MATERIALS	SOURCE
A-2, B-3, H-1	Willie the Weatherboy -- Additions	(see Appendix)
C-2	Chart: Seasonal Change in Length of Day	(see Appendix)
D-2	Leaf Kangaroo Cards	(see Appendix)
D-6, H-3	Construction paper leaves -- red, yellow, orange, brown	
E-1, J-2	Wall Display: Autumn Farm Scene	(see Appendix)
F-3	Chart for "Autumn Food Hunt"	
G-4	Bird feeder	
H-2	"Feel It" Box -- collection of scraps of many kinds of material	
I-3	Squirrels for pasting activity	(see Appendix)
J-4	Likeness and Difference Set: Jack-o-lanterns	(see Appendix)
J-7	Halloween figures for table mats -- witches, ghosts, jack-o-lanterns, cats	

V. Appendix

WALL DISPLAY: AUTUMN TREE

Activity A-1

Sketch of Autumn Tree

Suggested Materials for Making Autumn Tree

tree from the unit Plants (wall display)

leaf pattern from the unit Plants

construction paper - yellow or gold, red, orange (leaves)
brown (squirrel)

Suggested Procedure

1. Use the tree in the Plant Mural (unit Plants) as the basis for this autumn scene. The bush, vine, and flowers could be removed.

2. Gradually replace green tree leaves with yellow, red, and orange leaves.

3. As the unit progresses, move colored leaves from the tree branches to the ground around the tree.

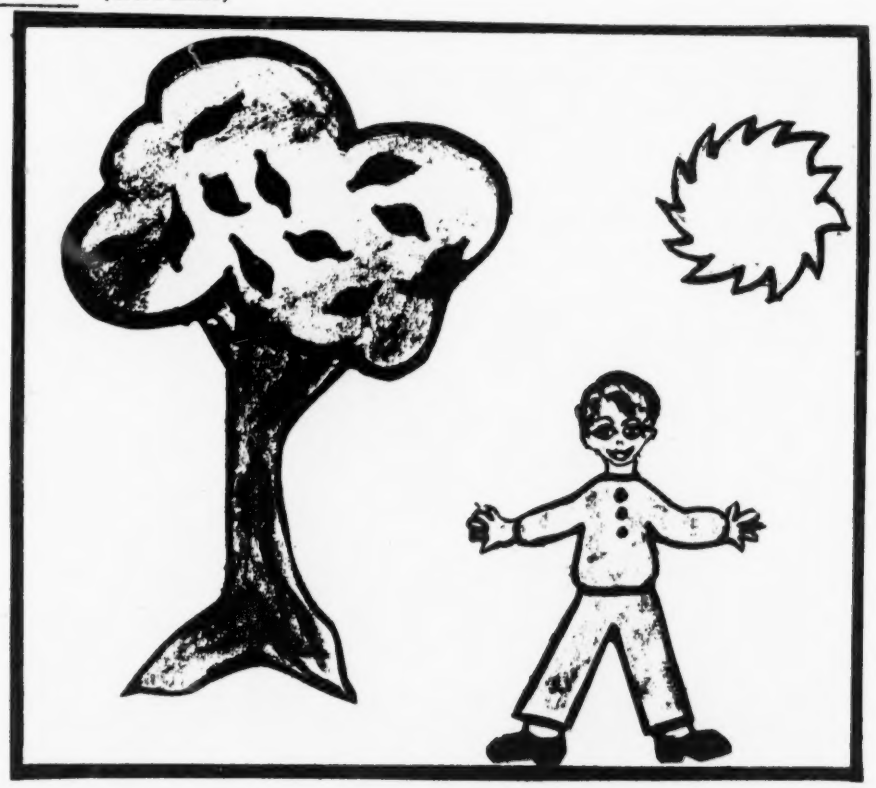
4. All the leaves should be on the ground, leaving the tree bare, by the termination of the unit.

5. This tree can remain on the wall all year to be used as a symbol of the current season.

FLANNEL BOARD SET: WILLIE THE WEATHERBOY
(additions)

Activities A-2, B-3, H-1

Sketch of Willie (autumn)



Suggested Materials

patterns -- tree cover (unit All About Me);
long pants, long-sleeved shirt, raincoat, umbrella, boots,
sun, moon, cloud

felt -- yellow (raincoat, umbrella, boots, tree cover)
orange (long-sleeved shirt, tree cover)
red (tree cover)
medium brown (tree cover)
dark brown (long pants)
green (long-sleeved shirt)
blue (long pants)
gray (cloud)
white (cloud)

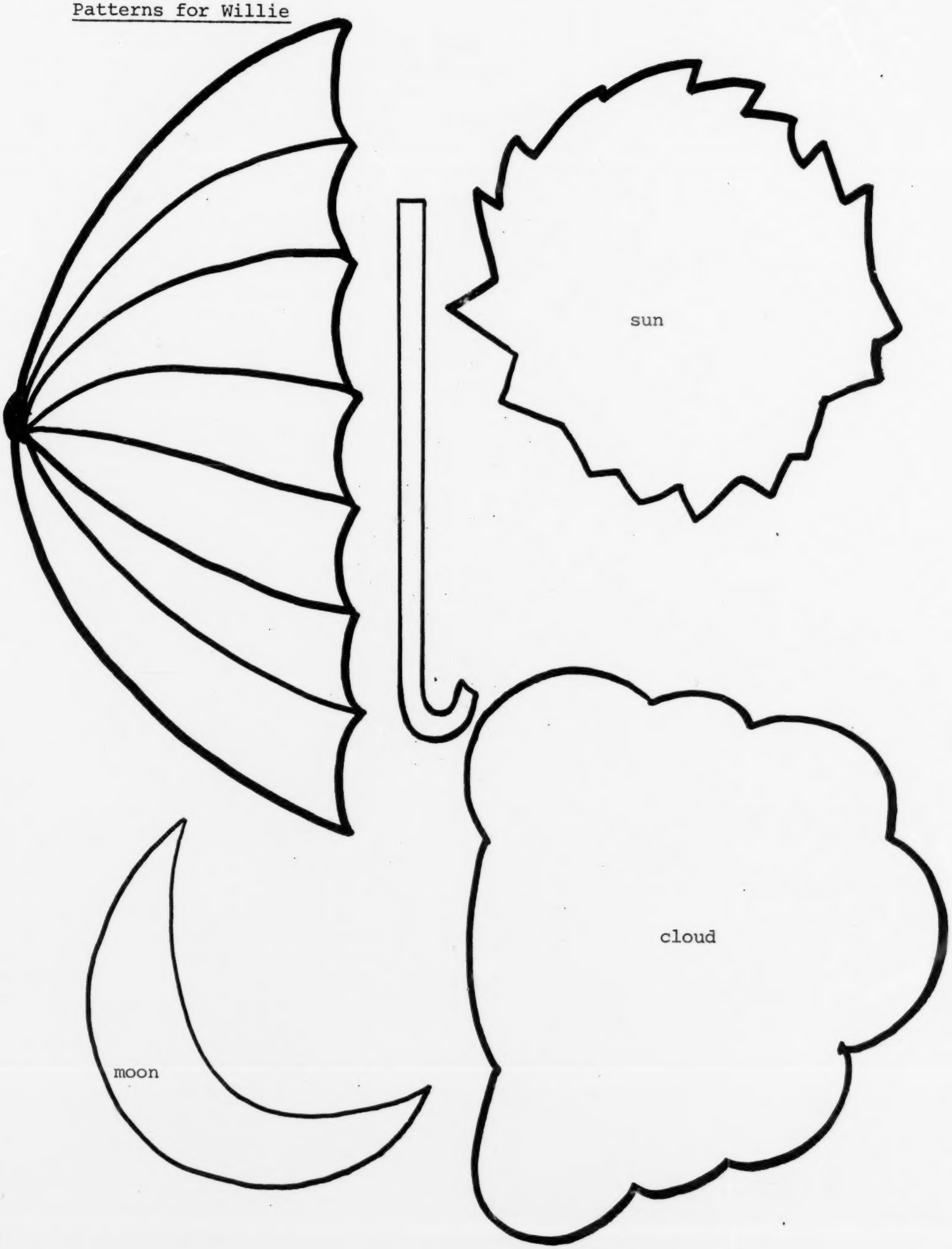
scissors

felt pen -- fine point (trim on clothing)

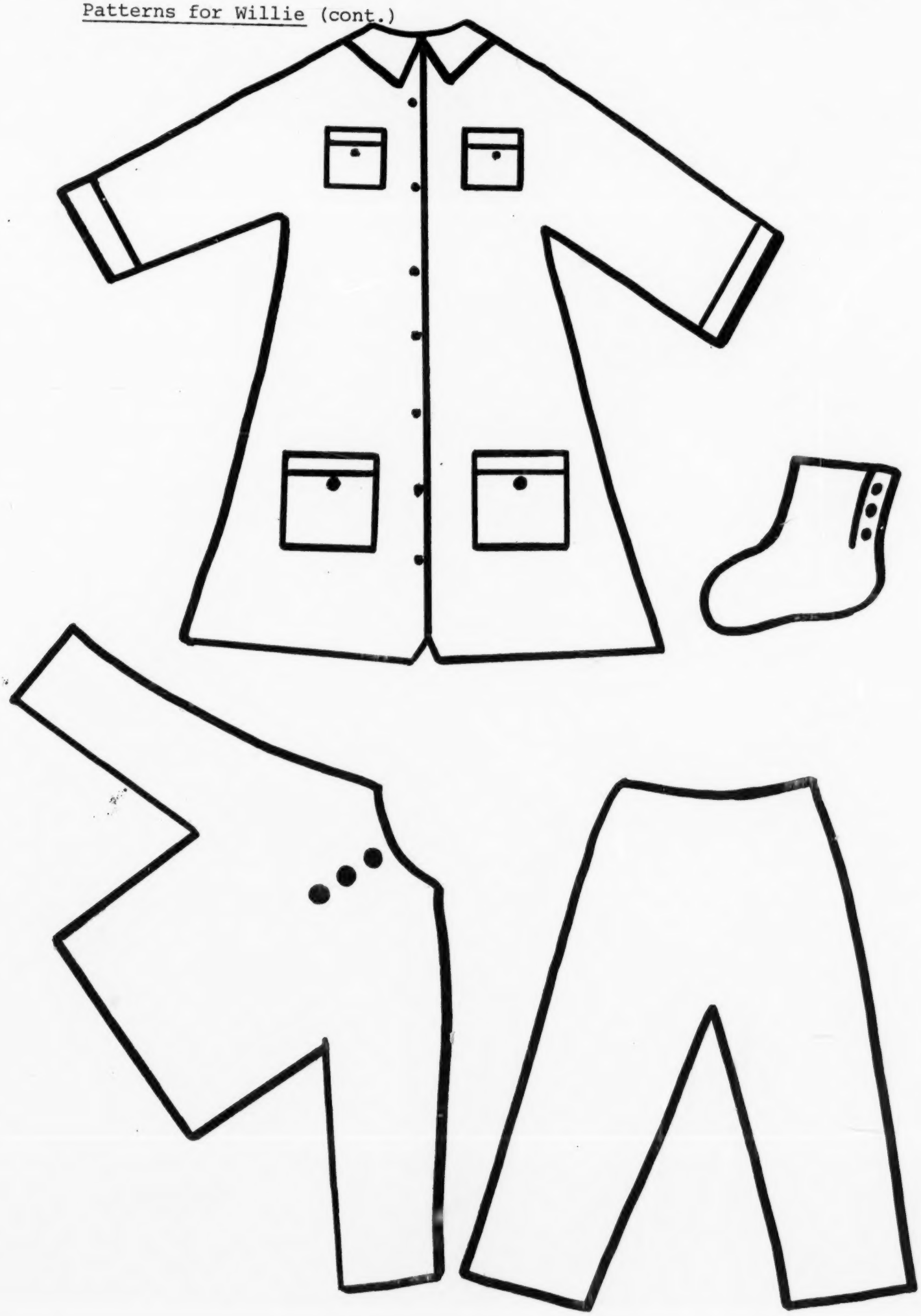
Suggested Procedure for Making Willie Additions

Cut: 4 tree covers (yellow, orange, red, medium brown) or 1 cover (medium brown) covered with small red, yellow, orange ovals for leaves (see sketch)
2 long-sleeved shirts (orange, green)
2 pairs long pants (dark brown, blue)
raincoat (yellow; black trim)
umbrella (yellow, black trim)
2 boots (red)
sun (yellow or gold)
moon (white)
2 clouds (white, gray)

Patterns for Willie



Patterns for Willie (cont.)



ACTION VERSE: "My Name Is Autumn"

Activity A-5

Source of Action Verse

Mrs. Beverly Bard Smith
DARCEE Teacher

Words and Actions for Action Verse

I am a funny season, (Point to self.)
So I've been told.
Sometimes I'm hot, (Lean right towards summer and fan face.)
Sometimes I'm cold. (Lean left towards winter and make shivering motions.)

You shouldn't call me summer (Shake head; look at summer.)
'Cause I can fool you. (Point at audience.)
Just come out with no sweater,
And you might catch the flu! (Give a big sneeze.)

You cannot call me winter (Shake head; look at winter.)
And that's a fact. (Point at audience.)
It would be pretty hot
With a big coat on your back. (Make a motion of having on a heavy coat.)

("Mr. Summer," "Mr. Autumn," and "Mr. Winter" make a line facing to their right.)

I come right after summer, (Point to summer, then self.)
Now hear what I say:
My name is Autumn, (Autumn raises arms up.)
And winter's on its way. (Look back at winter and shiver.)

Suggested Procedure

Designate two children (or other teachers) as "Mr. Summer" and "Mr. Winter." Each child should be dressed appropriately for the season he represents. Position the children in front of the group, placing "Mr. Summer" to the group's left and "Mr. Winter" to the group's right. The teacher assumes the role of "Mr. Autumn." She stands between the two children and recites the poem while making the suggested motions. Later, children can assume the role of "Mr. Autumn" as the poem is recited by the group.

FINGERPLAY: "What Jack Frost Taught Me"

Activity B-4

Source of Fingerplay

Rhymes for Fingers and Flannelboards (p. 121)
Scott, L. B., & Thompson, J. J. (Eds.)
Webster Publishing Co., 1960

Words and Actions for Fingerplay

Jack Frost paid me a visit
On a January night;
He painted funny little shapes
On windows. What a sight!

He made a picture of a square, (Children draw a square in the air.)
And of a circle, too; (Children draw a circle.)
He made a pointed triangle; (Form triangle with two index fingers.)
Oh, these were just a few!

There was a curve just like an S; (Make S in air.)
Some big waves went this way; (Make series of W movements.)
Some humpy shapes looked like an M; (Make small M movements.)
I saw some tails like a J; (Make one large J.)

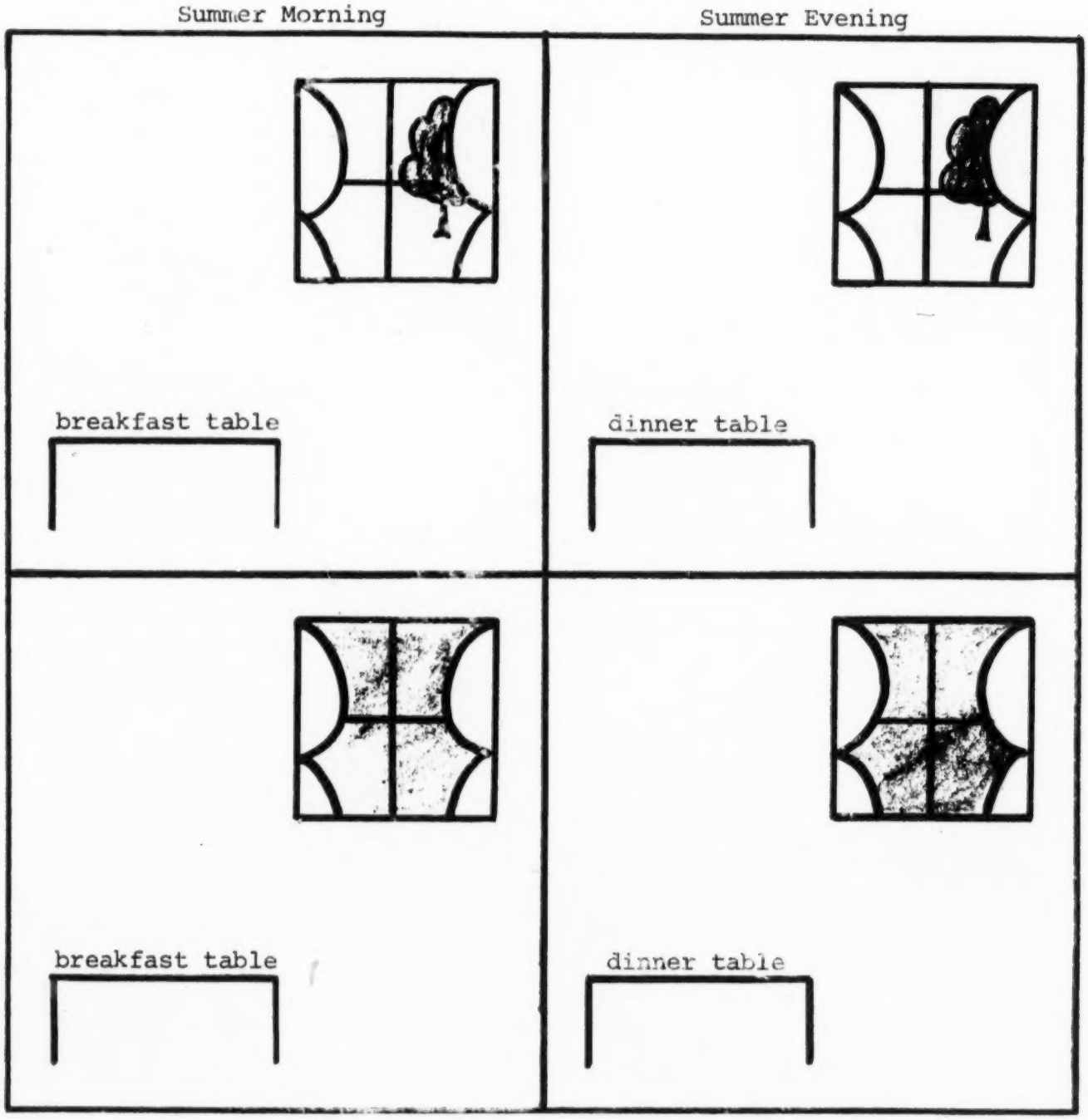
There were four fence posts standing straight; (Draw four straight lines.)
I counted them, you see;
And then there were some slanted lines; (Make three slanted lines.)
I think that there were three.

So many shapes! So many shapes!
Some different; some the same;
I learned them all, and then I found
That some were in my name!

CHART: SEASONAL CHANGE IN LENGTH OF DAY

Activity C-2

Sketch of Chart Outline



Suggested Materials

cardboard, tagboard, heavy chart paper -- 3' x 3' or 4' x 4'

magic markers

construction paper and cotton material -- windows and curtains

magazine pictures -- 4 pictures of families at meal table; 2 of dinner-time, 2 of breakfast time

rubber cement

scissors

yardstick

Suggested Procedure for Making Chart

1. Divide tagboard into four quarters, using yardstick and dark magic marker.

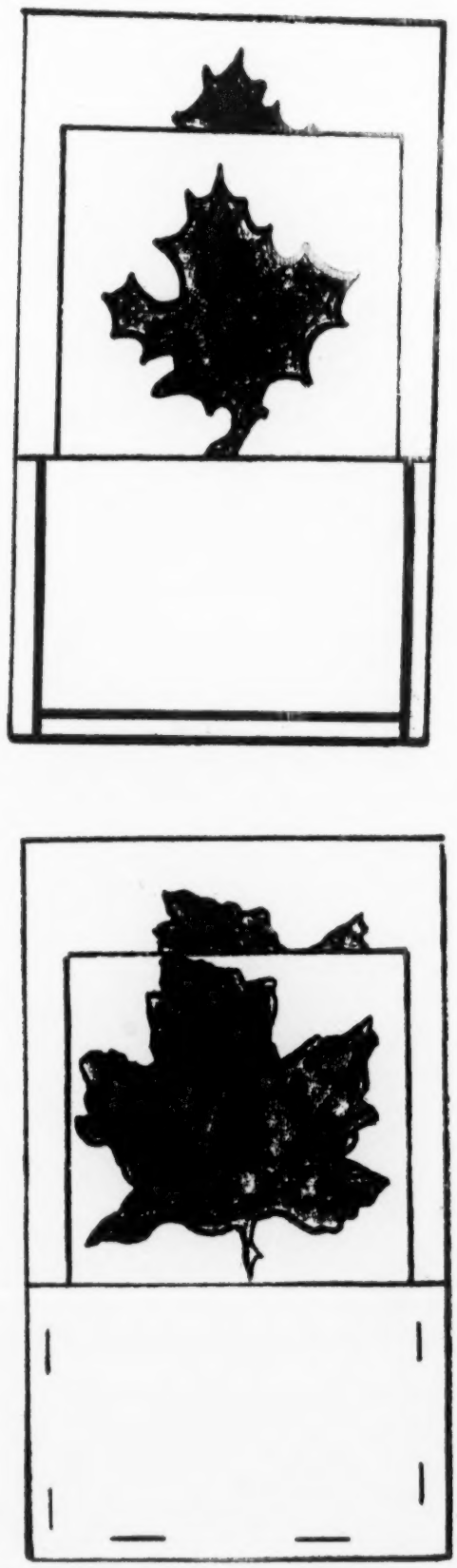
2. Draw windows in each quarter, using magic marker. Decorate around windows with construction paper and material.

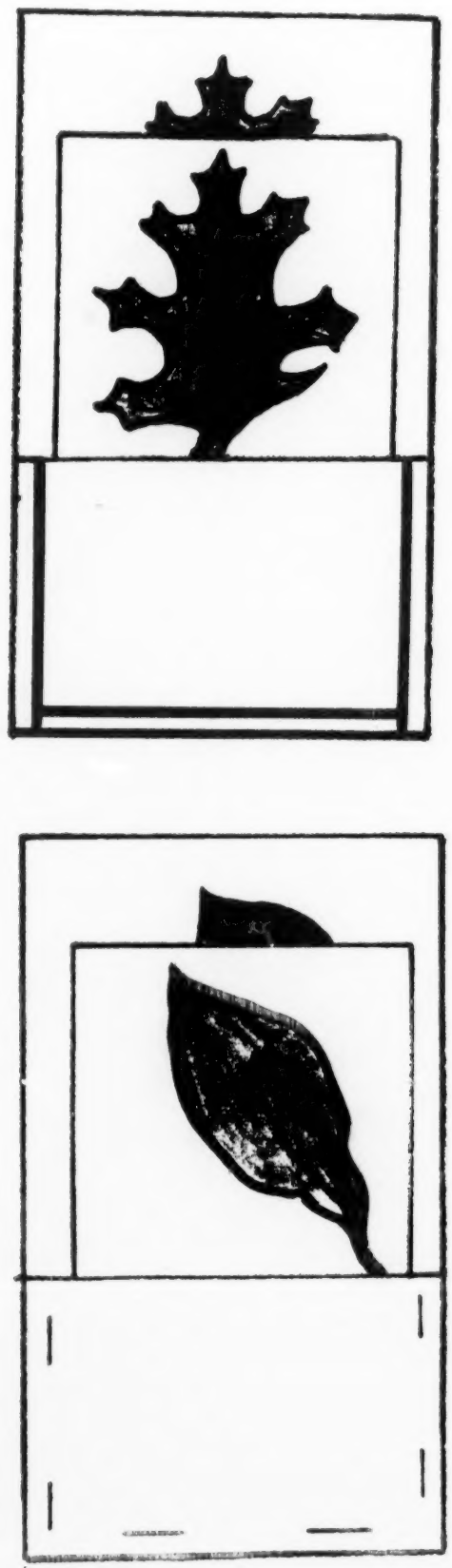
3. Locate mealtime pictures of appropriate size. Cut and glue in each quarter of chart.

LEAF KANGAROO CARDS

Activity D-2

Sketch of Leaf Kangaroo Cards





Suggested Materials for Making Kangaroo Cards

tagboard -- white

patterns for leaves

construction paper -- yellow (5 leaves)
orange (5 leaves)
red (5 leaves)
brown (5 leaves)

rubber cement

staples or masking tape

scissors or cutting board

Suggested Procedure for Making Kangaroo Cards

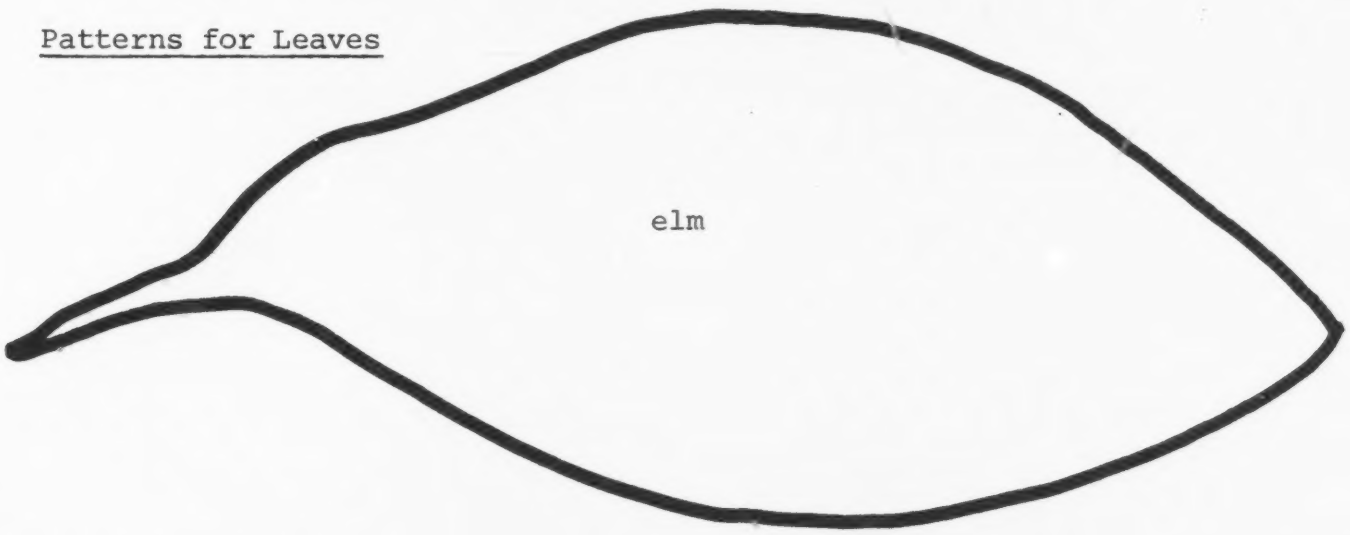
1. Cut tagboard: 4 pieces, 6" x 10" (backs of pockets)
4 pieces, 6" x 4" (fronts of pockets)
16 pieces, 5" x 8" (insert cards; 5" x 8" plain white index cards could be used)

2. Make pockets: Join the front of the pocket to the lower portion of the back, using staples or masking tape (see sketch).

3. Cut leaves for pocket: 1 elm (yellow)
1 silver maple (orange)
1 red maple (red)
1 oak (brown)
Paste 1 on each pocket back (see sketch).

4. Cut 16 leaves for insert cards: Make a yellow, orange, red, and brown leaf using each of the four patterns. Paste a leaf at the top of each insert card. Position each leaf at the same angle as the leaf of the same shape on the pocket back.

Patterns for Leaves



Patterns for Leaves (cont.)

FINGERPLAY: "Little Leaves"

Activity D-6

Source of Fingerplay

Rhymes for Fingers and Flannelboards (p. 119)
Scott, L. B., & Thompson, J. J. (Eds.)
Webster Publishing Co., 1960

Words and Actions for Fingerplay

Little leaves fall gently down,
Red and yellow, orange and brown;
(Raise hands and lower them, fluttering fingers like falling leaves.)

Whirling, whirling round and round,
(Repeat above motions.)

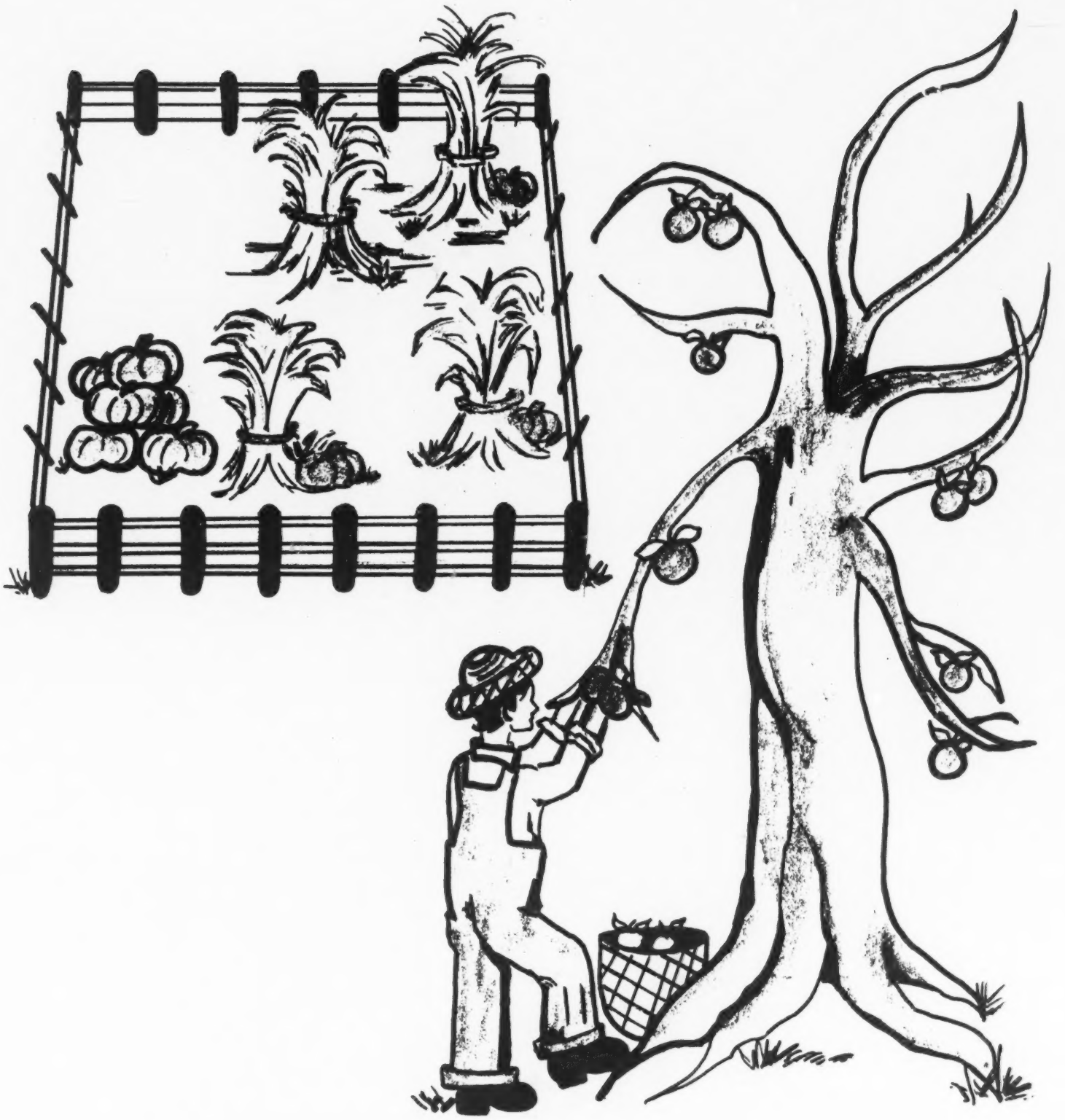
Quietly without a sound;
Falling softly to the ground,
(Lower bodies gradually to floor.)

Down - and down - and down - and down!

WALL DISPLAY: AUTUMN FARM SCENE

Activities E-1, J-2

Sketch of Autumn Farm Scene



Suggested Materials for Making Autumn Farm Scene

butcher paper -- tan (field)

construction paper --
- dark brown (tree)
- medium brown (basket, fence)
- dark blue (farmer's overalls)
- orange (pumpkins)
- red (apples, farmer's hat)
- yellow (farmer's shirt)
- black (farmer's shoes)

straw and string (corn shocks)

scissors

yardstick

cutting board (fence posts)

stapler (fence)

masking tape

rubber cement

Suggested Procedure for Making Autumn Farm Scene

1. Measure wall space and then determine size for tree, field, and farmer.

2. Make field: Join strips of butcher paper using masking tape. Draw trapezoid shape of field on the paper and cut. Place field on wall using curls of masking tape on back of paper.

3. Make fence: Cut strips (1/2" to 1" wide) of medium brown construction paper, using a cutting board or scissors. Staple the strips together, end to end to make the eight long rails on the four sides of the field. Cut many short strips for the fence posts. Staple posts to fence rails. Assemble fence around the field, using staples and curls of tape.

4. Make tree: Join several pieces of dark brown construction paper, using tape (or use butcher paper and later paint with brown tempera.) Draw tree and cut. Attach to wall with masking tape curls. (Branches may be individually cut and taped to the trunk.)

5. Make corn shocks: Break straw into 3" to 5" pieces. Make small bunches tied around the middle with string. Spread straw to get a "teepee" effect. Attach to field with tape or glue during introductory activity with the children.

6. Make accessories from colored construction paper: apples (red), pumpkins (orange), farmer (red, blue, yellow, black), basket (medium brown). Attach to farm scene with glue or masking tape during activities with the children.

POEM: "Get Ready!"

Activity I-1

Source of Poem

Mrs. Beverly Bard Smith
DARCEE Teacher

Words for Poem

Little birds, little birds,
I think it best
Since winter's on its way
That you build a nest.

Mr. Squirrel and Smelly Skunk
It's gonna get cold as can be.
Gather you some food
And find a hollow tree.

Say you bear and scary wolf
So big and brave
You cannot fight the cold wind
Try sleeping in a cave.

Aha! Bucky Beaver
How smart I am.
I know you're gathering sticks,
'Cause you're going to build a dam.

Little striped chipmunk
Now don't you frown
Dig a deep hole to keep you warm
Down in the ground.

Now my forest friends,
Everyone and all,
Are preparing for the cold
'Cause, you see, it's fall.

PASTING ACTIVITY: SQUIRREL

Activity: I-3

Suggested Materials

Pattern for squirrel

Construction paper -- brown or gray (squirrel)

Scissors

Paste

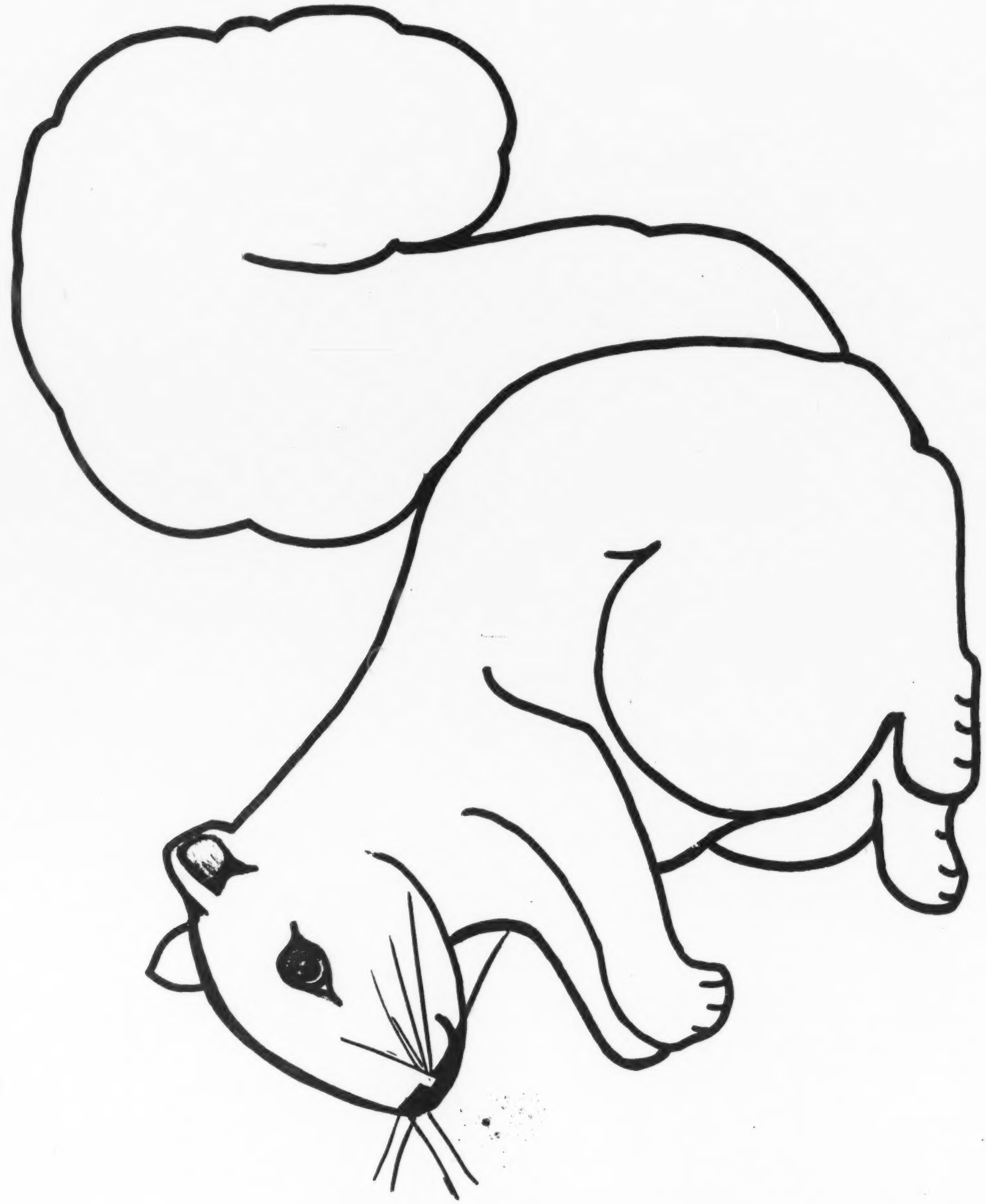
Construction paper -- manila or white, 9" x 12"

Suggested Procedure for Making Squirrel Outline and Squirrel Parts

1. Using the squirrel pattern, draw the outline of the squirrel on the sheets of white or manila construction paper. Make a sheet for yourself and each child.

2. Using the squirrel pattern and the brown or gray construction paper, make a squirrel for yourself and each child. Cut each squirrel into 3 to 6 pieces and place each set of squirrel parts in a separate envelope.

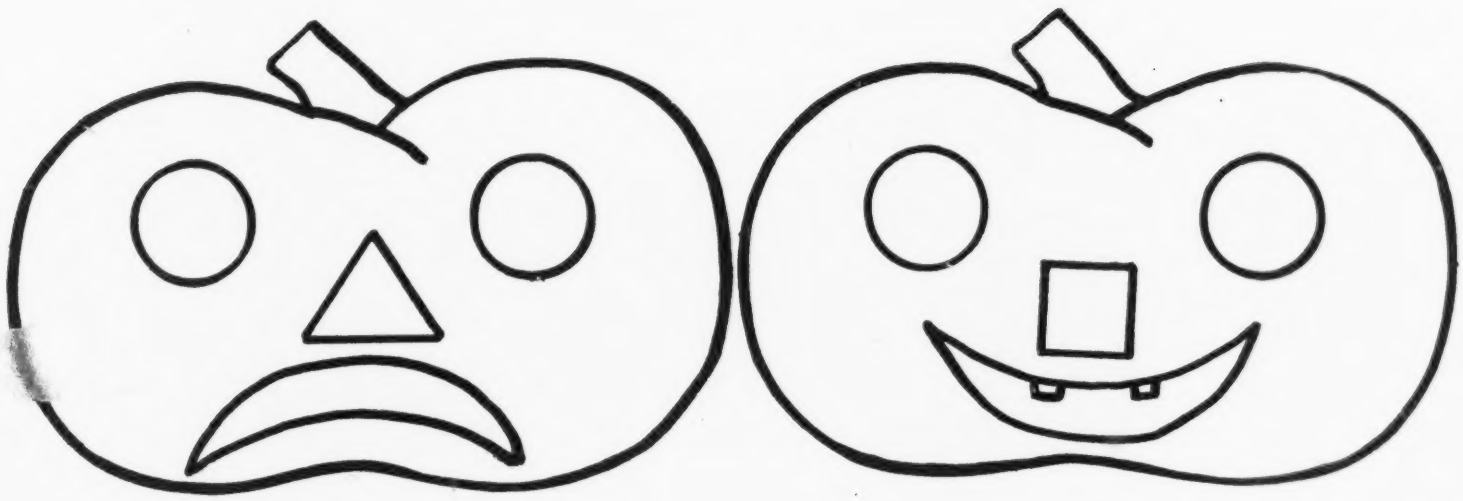
Pattern for Squirrel

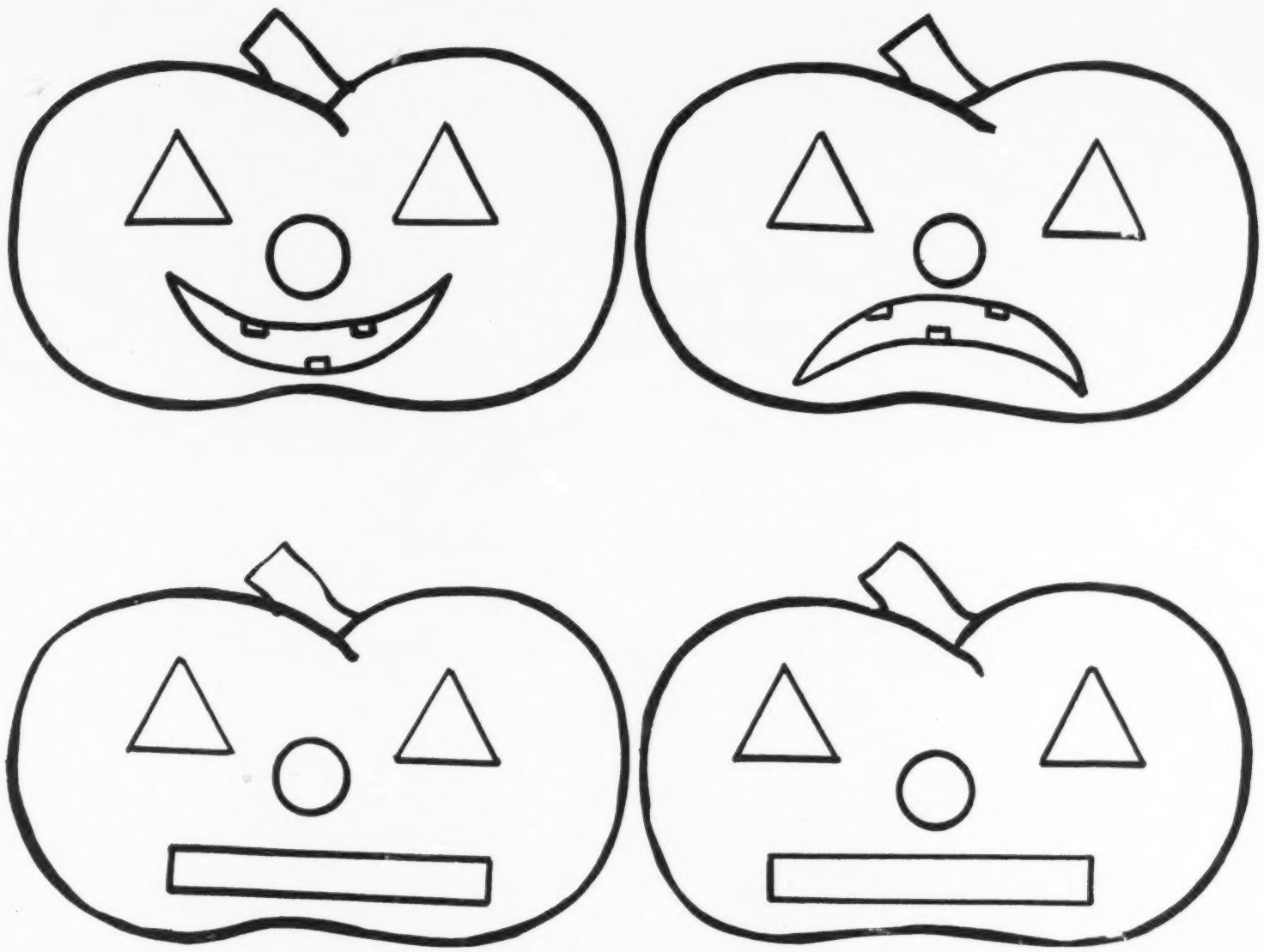


LIKENESS AND DIFFERENCE SET: JACK-O-LANTERNS

Activity J-4

Sketch of Jack-o-lanterns





Suggested Materials for Making Jack-o-lanterns

patterns for facial features

construction paper -- orange, 6 sheets of 9" x 12"

black magic marker

scissors

Suggested Procedure for Making Jack-o-lanterns

1. Make a pattern for a pumpkin from a piece of 9" x 12" tagboard. Make the pumpkin as large as possible on the paper. Cut out pattern.

2. Use pattern to draw the six orange pumpkins. Cut out pumpkins. Color stems with green or black magic marker.

3. Make the faces on the pumpkins by drawing around patterns for facial features with pencil. Then outline the features with black magic marker. Draw in teeth with magic marker. Make two jack-o-lanterns which are identical.

Patterns for Facial Features